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**Status of Recruitment, Retention, and Hiring of Minority Teachers**

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**The Background:**

In 1987, the State Board of Education cited a shortage of minority teachers in Tennessee. In 1988, The Tennessee Task Force on the Supply of Minority Teachers issued several recommendations—most of which were implemented – to increase the number of minority teachers. In 1989, House Joint Resolution 36 also requested an annual report on the status of minority teachers be submitted to the Senate and House K-12 Education Sub-Committee of the Tennessee General Assembly. Legislation was adopted in 1993 urging each local board of education to establish reasonable, incremental goals for the recruitment, employment, and retention of African-American teachers in numbers which reflect the percentage of African-Americans within the community served by the local education agency.

The Department of Education prepares the annual report, collecting information from the Tennessee Higher Education Commission, Tennessee Student Assistance Corporation, Tennessee Education Association, public and private colleges and universities with teacher licensure programs, and local school systems. The report is attached.

The Board annually reviews the report with regard to the Master Plan for Tennessee Schools and the priorities of the *Teacher Education Policy*. The Board has worked with others to streamline the scholarship loan programs for minority teachers and with the help of the General Assembly has achieved full funding of the program. The next step is to improve funding for the minority education grant program as called for in the *Master Plan*.

**The Recommendation:**

For information purposes only; no action required.

**Report to the State Board of Education**  
**on the**  
**Status of Minority Classroom Teachers in**  
**Tennessee**

**Compiled by the**  
**Tennessee Department of Education**

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**Minority Teacher Recruitment and Retention**

**November 2006**



# **Minority Teacher Recruitment and Retention in Tennessee**

## **THE BACKGROUND**

In 1987, the State Board of Education cited a shortage of minority teachers in Tennessee. In 1988, The Tennessee Task Force on the Supply of Minority Teachers issued several recommendations, most of which were implemented, to increase the number of minority teachers. In 1989, House Joint Resolution 36 also requested an annual report on the status of minority teachers be submitted to the Senate and House K-12 Education Sub-Committees of the Tennessee General Assembly. Legislation was adopted in 1993 urging each local board of education to establish reasonable, incremental goals for the recruitment, employment, and retention of African-American teachers in numbers which reflect the percentage of African-Americans within the community served by the local education agency.

## **DEFINITION OF CLASSROOM TEACHER**

For the purposes of this document, a classroom teacher is defined as having one of the assignments listed in Appendix B.

## **THE NEED FOR MINORITY RECRUITMENT AND RETENTION**

The student population of Tennessee schools during the 2004-05 school year was 928,572. An analysis of the racial composition of Tennessee public school students reveals that 24.98% were African-Americans which was a slight drop of .04% from last year's 25.02%. Table 1: Racial Composition of Tennessee Public School Students details a statistical history since 1992-93. The enrollment of African-American students varies from system to system. Seventeen of the state's 136 school systems have an enrollment of African-American students greater than the state's African-American student population. These systems are reported in Table 2: Tennessee School Systems Whose African-American Student Enrollment Is Above 25%. Three systems report no African-American students as shown in Table 3: Tennessee School Systems With No African-American Students. Twenty-five school systems report no African-American classroom teachers.

Of the 61,971 classroom personnel, 6,540 identified themselves as African-American in the 2004-05 school year. However, the data understates the actual number and percent of black educators because 18.4% (11,387) of the active classroom personnel reported race as unknown. The 1999-2000 school year was the first year since 1985 that the percentage of African-American classroom personnel did not decline. The

percentage of African-American teachers for the 1998-99 and 1999-00 school years was 9.9%. This year the percentage of African-American for 2004-05 was 10.55% which is a slight decrease of .04% from last year. Table 4: Tennessee Classroom Personnel is a statistical history of classroom personnel since 1984-85. Table 5: Tennessee School Systems With No African-American Teachers shows the school systems where no teachers identified themselves as African-American.

Comparing the percentage of African-American students to the percentage of African-American educators, fifty-five school systems reflect an African-American student/teacher differential of greater than five percentage points. The percentage of the teacher work force compared to the student population in school systems in Tennessee with more than a 5% differential is reported in Table 6: Percent Of Teachers To Students In Tennessee With More Than 5% Differential. Table 7: Percent of Teachers to Students in Tennessee With More Than 5% Differential Change Trend lists the percent difference for the school years 2001-02 through 2004-05.

With respect to gender, 477,985 students are male representing 51.48% of the total student population and 450,446 are female representing 48.52% of the student population. The number of male teachers for the 2004-05 years was 11,810, constituting 19.06% of the teacher population and females numbered 45,781, comprising 73.87% of the teacher population, with 4,380 or 7.1% not declaring gender. Table 8: Student/Teacher Gender Comparision has the gender teacher comparisons for 2004-05.

Additionally, 5900 classroom teachers have 30 or more years of experience. Of that number 832 are African-American classroom educators. These teachers represent 12.72% of the total African-American classroom teachers. The total pool of classroom teacher with 30 or more years of teaching experience represents approximately 8.32% of the classroom teaching force. Table 9: Teachers with 30 or More Years Experience details the statistical history since 1984-85. As these educators retire, the efforts to achieve equitable employment levels will be further complicated. Table 10: Teachers with 30 or More Years of Experience by System gives the status of possible teacher retirement in each system.

According to data, 22,182 teachers have left the profession by means other than retirement. This data also indicates that 29.27% of those teachers left with less than a year's service, 16.48% with at least one year's service, 11.96% with two year's service and 8.61% with at least three years service. The sum of these percentages indicate that 66.31% of teachers that left the profession had three or less than three years of service. Table 11: Teachers Leaving Teaching (Non-Retirement) Annual Comparison gives a listing of the total non-retirement terminations for years 1997-98 thru 2004-05.

## **NEW HIRES**

A total of 8,832 educators were “new hires” for the 2004-05 school year of which 10% (887) were African-American. New hires include those with no previous teaching experience as well as those who are returning to the teacher work force. However, it should be noted that the proportion of new hires for which race is unknown or other was 24.23%. Historical data is provided in Table 12: African American New Hires.

## **TEACHER EDUCATION COMPLETERS**

A person who has met all the requirements of an institution's state-approved teacher preparation program. Program completers may include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript or written proof of having met the program's requirements. In applying this definition, the fact that an individual has or has not been recommended to the State Office of Certification and Licensure for initial certification or licensure may not be used as a criterion for determining who is a program completer.

Source - State of TN Dept of Education "Plan for Reporting on the Quality of Teacher Preparation Programs" October 2000

In 1988, African-American teacher education graduates had reached an all-time low -- 45 out of a total of 1,543 (2.9%). African-American teacher education program graduates numbered 386 (11.0%) in the 2004-05 school year. The total number of completers (all demographic race categories) in 2004-05 was 3,509 compared to 1,543 in 1988.

African-Americans accounted for 11.2% of the completers from public institutions, a decrease from the 13.3% last year. TABLE 13: Teacher Education Completers of Initial Licensure lists the year by year graduation numbers. The University of Memphis reported the largest number of African-American educators, 128 completers, with Tennessee State University following with 56 completers.

The percent of African-American completers attending private institutions rose from 9.14% in 2003-04 to 10.6% for 2004-05. Of the private institutions, Christian Brothers University reported the largest number of African-American completers 57. Union University followed with 24 completers. TABLE 14: Teacher Education Completers lists the completers of initial teacher licensure from each institution. Table 15: Completers of Initial Teacher Licensure: 1999-00 thru 2004-05 is a comparison of completers.

The Office of Teacher Licensure began collecting data on teacher licensure in 1999. From July 1, 2004 to June 30, 2005, 10,026 non administrative licenses were issued with the “date of original issue” falling between the dates listed. Of those 10,026, 1,130 or 11.27% were issued to African-American educators. However, it must be noted that 2,704 (27%) of these licensees listed race as unknown or other. TABLE 16: Licenses

with 'Date of Original Issue' Falling Between 07-01-2004 & 06-30-2005 shows the number issued by certificate type and race.

## **EFFORTS TO RECRUIT NEW TEACHERS**

### **Scholarships and Grants**

Increased minority enrollment at public and private institutions is due in part to the financial incentives of the Tennessee Student Assistance Corporation's Minority Teaching Fellows Program, Tennessee Teaching Scholars Program and the Tennessee Higher Education Commission's Minority Teaching Education Grant Program.

**The Minority Teaching Fellows** program presently funds 116 students, the maximum number of students it can serve. Approximately 25-30 students graduate from this program each year. The number of new applicants for 2004-05 school year was 229 while the 2005-06 applicants numbered 228. Of 228 applicants, 90 were eligible applications (50 college, 40 high school) for the 38 new awards available for the 2005-06 school year. The 75 remaining positions were renewals from the previous year.

**The Tennessee Teaching Scholars Program**, managed by the Tennessee Student Assistance Corporation, awarded 151 scholarships for 2005-06. Applicants for the 2005-06 school year numbered 527 of which 210 were complete and eligible for awarding.

Participant data for the above programs are in Table 17: Minority Teachers Fellows Program and Tennessee Teaching Scholars Participants.

**The Minority Teaching Education Grant Program** focuses on the recruitment by the colleges and universities in partnership with local education agencies of non-teaching personnel, teacher-aides, substitute teachers, and persons changing careers into the teaching force. Appendix A contains a listing of awardees with a brief description of the program at that institution.

### **Partnerships and Other Initiatives**

#### **PASS - Partnerships To Assist School Success**

Another program that is having an impact on enrollment is the Partnerships To Assist School Success (PASS) program. This joint program between the Tennessee Department of Education and the Tennessee Education Association was designed to identify and encourage high school minority students to enter

the teaching profession. The participants in the program include local school systems, higher education institutions, churches, and businesses.

Workshops are an important component of the PASS program. The workshops are provided to make the students and others in the community aware of the scholarships and loans that are available to minority students who plan to enter the teaching profession. The Tennessee Student Assistance Corporation also assists with these workshops.

### **Tennessee Student Assistance Corporation**

The Tennessee Student Assistance Corporation conducts financial aid workshops across the state. Information concerning the teacher education scholarships is disseminated during these workshops along with other financial aid information.

### **Troops to Teachers**

Troops to Teachers (TTT) was established in 1994 as a Department of Defense program. The National Defense Authorization Act of FY 2000 transferred the responsibility for program oversight and funding to the U.S. Department of Education but continued operation by the Department of Defense. The No Child Left Behind Act of 2001 provides for the continuation of TTT through Fiscal Year (FY) 2006. TTT is managed by the Defense Activity for Non-Traditional Education Support (DANTES), Pensacola, Florida.

The purpose of TTT is to assist eligible military personnel to transition to a new career as public school teachers in “high-need” schools. A network of State TTT Offices has been established to provide participants with counseling and assistance regarding certification requirements, routes to state certification, and employment leads.

During school year 2004 – 2005, 36 Troops were hired in Tennessee Schools. TABLE 18 Troops to Teachers shows the number hired in Tennessee for the past few years.

### **BASE-TN – Become A Special Educator in Tennessee**

A program that provides financial support for persons who meet the eligibility criteria and desire to earn an initial Tennessee teaching license in special education or an endorsement in special education. This support involves a commitment to teach in a Tennessee public school two years for each academic year of financial support received, serving student with disabilities ages birth through twenty-one.



### **Teach Tennessee.**

Teach Tennessee is a statewide initiative that challenges mid-career professionals, retirees and others to teach. It is designed for those who already have a bachelor's degree, 24 college hours in some field and would like to teach in that same content area for grades 7-12. The Department of Education is seeking those who demonstrate high achievement in their careers and possess the character and motivation needed to be a quality teacher.

Qualified candidates attend an intensive institute to learn teaching methods, strategies, etc. accompanied by an intensive mentoring program. These potential educators are most needed in the hardest-to-staff districts and in high-need subject areas, such as math, science and foreign languages.

Currently there are 89 "fellows" that have completed the program. These include 38 males and 51 females. Four African-Americans and three self designated 'other' ethnicities. are in the program,

### **Transition to Teaching**

Transition to Teaching is a federally funded program designed to attract mid-career professionals and recent college graduates to fill vacancies in critical shortage areas of mathematics and science in high need schools. The program funds an alternative licensure program for content trained individuals. Currently the participants by race and ethnicity are: Asians – 2, African American – 49, White – 52, and three are unknown or other.

### **Governor's Study partner Program (GSPP)**

Established in 1987, the Governor's Study Partner Program matches the skills of academically successful students with those who are having difficulty in school. This opportunity gives students a chance to strengthen study skills as well as building more positive attitudes toward learning and enhancing self-esteem. Tutoring is now available for grades 1-12. Training manuals are given to each tutor during training sessions conducted by the State Department of Education. Bell South serves as Corporate Sponsor of the program and prints all the manuals, allowing the program to be free to all participating schools. A study skills component added to the program has aided in the goal of independent learning.

This program also acts as an introduction to the teaching profession. In one school alone, three of the current teachers began as GSPP tutors in the fifth grade. Through a cooperative agreement between the Department of Education and the Tennessee Education Association a partnership was formed between the Future Teachers of America (FTA) and the GSPP. Training has been provided

and is being provided for the FTA Advisors to assist their local members to be part of the GSPP. Another aspect of this endeavor is the use of technology for Podcasting tutorial material to the advisors and the students. GSPP teacher advisors have also been trained on the use of Podcasting. The various area consultants from the department of education will assist in the preparation and evaluation of the materials used in the podcasts.

### **Task Force on Minority Teacher Recruitment and Retention**

A task force of educational stakeholders from across Tennessee has been convened to review existing minority recruitment and retention programs, and to discuss ways to improve these programs through leveraging our combined resources. The *Task Force on Minority Teacher Recruitment and Retention* has broken into subgroups to tackle the following tasks:

- Mainstream current minority recruitment and retention programs through a critical examination of current initiatives;
- Produce a list of 'Best Practices' in recruitment and retention, both in Tennessee and from around the nation;
- Create a Mission Statement, and brand a diverse teaching force as an 'ideal state' through a marketing campaign.

### **LOCAL RECRUITMENT OF MINORITY EDUCATORS**

Legislation passed in 1993 urges each Tennessee local board of education to establish reasonable, incremental goals for the recruitment, employment, and retention of African-American teachers in numbers that reflect the percentage of African-Americans within the community served by the local education agency and submit the plan to the Department of Education.

Sixty-nine school systems responded to the request for information regarding their plans. The responses fall into four categories:

<input type="checkbox"/> Our school system reflects an African-American student/teacher racial imbalance less than five (5) percent. No plan is attached.	36 Systems responded to this option.
<input type="checkbox"/> Our school system reflects an African-American student/teacher racial imbalance less than five (5) percent. A plan is attached.	11 Systems responded to this option.
<input type="checkbox"/> Our school system reflects an African-American student/teacher racial imbalance greater than five (5) percent. A plan is attached.	55 systems had greater than 5% imbalance in 2004-05 22 systems responded to this option.

<p><i>☐ Our school system is under court order to maintain student/teacher racial balance. A plan and copy of the court order is attached.</i></p>	<p><i>No System responded to this option.</i></p>
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Local systems identify strategies for recruitment and retention. The most frequently identified strategies for recruitment continue to be the following:

- Recruit from historically black colleges and universities in Tennessee and surrounding states. Many have also expanded their recruitment efforts from regional to nationwide.
- Attend job fairs on various college and university campuses.
- Invite candidates to visit the school system and community and pay their expenses.
- Offer qualified applicants all of their earned teaching experience as recognized by the Tennessee Department of Education.
- Use the Troops to Teachers program.
- Encourage high school graduates to enter education as a career.
- Establish or revitalize Future Teachers of American Chapters
- Provide support for minority teachers on permits to obtain teaching credentials.
- Establish a committee of educators and community leaders to plan activities and strategies to assist in the recruitment of minority teachers.
- Offer system sponsored scholarships.
- Provide web-based recruitment in the form or
  - Posting vacant teaching positions on local, state, and national sites.
  - Posting vacant teaching positions to list servs.
  - Posting interactive online applications for postions.
- Establish a budget solely for the purpose of recruiting and retaining minority teachers.
- Establish a minority teacher recruiter position.

**SPECIFIC LOCAL STRATEGIES FOR RETENTION ARE:**

- Establish new teacher networks.
- Provide enhanced staff development.
- Assign mentors to assist new teachers adjust to the district.
- Continuously assess the needs of the new teachers.
- Provide social support and community orientation.
- Assign a community volunteer to involve the new teacher in community activities.
- Provide support for minority teachers to obtain an advanced college degree including, limited cost assistance.

### **SPECIFIC PROBLEMS HINDERING SYSTEMS IN THE RECRUITING AND RETENTION EFFORTS:**

Low teacher salaries.

Lack of incentives for enticing candidates.

Lack of candidates wanting to teach in some areas of the state.

### **EFFORTS BY THE DEPARTMENT OF EDUCATION TO RECRUIT AND RETAIN MINORITY TEACHERS**

A. The State Department of Education continues to assist systems in the recruitment and retention of minority teachers through the following:

1. Coordinating efforts associated with reporting to the State Board of Education and improving data collection;
2. Developing a list of prospective minority teachers and distributing it to all Tennessee school systems on an annual basis;
3. Urging all school systems to submit a plan to the Department of Education concerning the recruitment and retention of African-American teachers;

4. Increasing efforts to assist school personnel, guidance counselors, and principals making all students more aware of the teaching profession and its benefits and rewards;
5. Providing of a website for job information. Teach in Tennessee is the State of Tennessee's web resource for posting and viewing employment vacancies in Tennessee PreK-12 public schools;
6. Continuing the Minority Teaching Education Grant Program;
7. Continuing Minority Teaching Fellows Scholarship Program;
8. Continuing Matching Grant Program;
9. Continuing the Transition to Teaching Program. Transition to Teaching an alternative licensure program offered by the six Board of Regents Universities. The major purpose is to prepare eligible participants to become "highly qualified" math and science teachers for high-need schools in Tennessee. Last year 43 candidates are enrolled in the program. This year's cohorts comprise 100 candidates, of which 39 are African-American.
10. Continuing the task force established to consider the issues regarding minority teacher retention and recruitment consisting of local educators, human resource directors, colleges, and other parties associated with teacher education in the state.

B. Efforts should be made to increase the pool of minority teachers through:

- 1) Increasing funds for the grant/scholarship programs:
  - a) **Minority Teaching Education Grant Program.** Currently the program receives \$255,000, which is allocated to institutions of higher education with well-developed institutional support for minority candidates. All of the funds are used directly to support candidates. Efforts to expand the grant/scholarship programs should be continued, since they have clearly demonstrated the capacity provide quality teachers for the state of Tennessee.
  - b) **Minority Teaching Fellows Scholarship Program.** Currently 116 students are served by this four-year program, producing from 25-30 graduates each year. There are generally three eligible applicants for each available award.
- 2) Recruiting and licensing qualified individuals in the shortest amount of time.
- 3) Heightening overall institutional minority recruitment and retention efforts by having a specific person in charge on at least a part-time basis.

- 4) Providing resources for the students served by the programs.
- 5) Increasing the networking between Future Teachers of America and PASS chapters with higher education institutions
- 6) Developing a relationship with the Governor's School on Prospective Teachers and encouraging them to enter the teaching profession.
- 7) Improving communication among the Colleges of Education, Local Education Agencies, Tennessee Higher Education Commission, Tennessee Education Association, and the State Department of Education as to scholarships and other grants available to prospective minority teachers.

## **DATA ON OTHER MINORITIES**

### **Hispanic**

The Hispanic population of our state has and is increasing. During the 2003-04 school year the percent of Hispanic students in Tennessee schools was 2.48%. The percentage of Hispanic students for the 2004-05 school year has risen to 3.31%. The number of Hispanic teachers has risen from 0.20% to 0.24% for the 2004-05 school year. Fifty-three or 0.60% of the 'new hires' were Hispanic.

### **American Indian**

American Indian students represent 0.20% of the student population of our schools, an increase of .04% from last year. The classroom teaching staff across the state is 0.11% American Indian an increase from last year's data. This same population represents 0.09% of the 'new hires' for 2004-05, a decline from last year.

### **Asian**

Tennessee's teaching staff is composed of 0.09% Asian educators and 0.21% of the 'new hires' were Asian. The Asian students in our schools represent 1.23% of students in Tennessee, a slight decrease from the 2002-03 school year.

Table 19 Classroom Teachers by System and Race gives the complete picture of Tennessee classroom teachers by race.

## **CONCLUSION**

Participants in the National Summit for Diversity in the Teaching Force convened in 2001 stated that, "Diversity and cultural competence are key factors in improving the quality of American's teacher force." Tennessee school systems have become more aware that diversity in the teaching force is critical to student achievement and as such are hiring more minority teachers..

As our systems and state become more and more diverse, these efforts must increase. The number of classroom teachers with 30+ years of experience further emphasizes the accelerated need to establish and implement minority recruitment and retention strategies. The development, implementation, and evaluation of local recruitment and retention plans are needed in order to enhance placement efforts. We must also explore other methods of exposing our students to diversity when minority teachers are not available.

Finally, at the state level, we must continue to encourage, support, and provide assistance as systems explore traditional and new avenues of recruiting and retaining minority teachers in the classroom.

**SUPPLY OF MINORITY TEACHERS  
STATISTICAL SUMMARY  
TABLES**



**Table 1**  
**Racial Composition of Tennessee Public School Students**

<b>Year</b>	<b>African-American Students</b>	<b>Total Students</b>	<b>Percent African-American</b>
1992-93	191,194	846,896	22.6%
1993-94	198,125	864,272	22.9%
1994-95	198,222	872,422	22.7%
1995-96	203,353	878,919	23.1%
1996-97	209,150	893,165	23.40%
1997-98	212,960	897,645	23.72%
1998-99	216,344	903,774	23.94%
1999-00	222,860	912,872	24.40%
2000-01	222,036	906,118	24.50%
2001-02	225,719	909,746	24.81%
2002-03	226,498	911,395	24.85%
2003-04	230,125	919,896	25.02%
2004-05	232,009	928,572	25.00%

Source: 2004-05 Fall Membership of Tennessee Public School Students  
Tennessee Department of Education

**Table 2**  
**Systems Whose African-American Student Enrollment Is Above The 25% State Average**

<b>System</b>	<b>African-American Students<sup>1</sup></b>	<b>African-American Teachers<sup>2</sup></b>
DAVIDSON CO.	47.83%	18.77%
Dyersburg	31.53%	6.28%
FAYETTE CO.	65.76%	35.71%
Fayetteville	27.97%	8.96%
HAMILTON CO.	34.06%	10.99%
HARDEMAN CO.	54.39%	13.44%
HAYWOOD CO.	64.68%	15.81%
Humboldt	71.28%	20.39%
JACKSON-MADISON CO.	55.23%	17.78%
LAKE CO.	27.65%	4.11%
LAUDERDALE CO.	43.08%	7.44%
Memphis	86.11%	46.21%
MONTGOMERY CO.	26.58%	5.17%
SHELBY CO.	29.30%	11.71%
TIPTON CO.	26.12%	8.44%
Trenton	29.95%	8.79%
Union City	39.93%	4.90%

Source: <sup>1</sup>2004-05 Fall Membership of Tennessee Public School Students

<sup>2</sup> 2004-05 End of Year Distribution Files - Active Classroom Personnel  
Tennessee Department of Education

**Table 3**  
**Tennessee School Systems**  
**With No African-American Students**

CARROLL CO.
PICKETT CO.
VAN BUREN CO.

Source: 2004-05 Fall Membership of Tennessee Public School Students

**Table 4**  
**Tennessee Classroom Personnel**

<b>Year</b>	<b>African-American Teachers</b>	<b>Total Teachers</b>	<b>Percent African-American</b>
1984-85	4,457	39,871	11.2%
1992-93	5,188	46,361	11.2%
1993-94	5,646	50,645	11.1%
1994-95	5,360	48,793	11.0%
1995-96	5,340	48,994	10.7%
1996-97	5,226	49,568	10.5%
1997-98	5,252	52,013	10.1%
1998-99	5,323	53,688	9.9%
1999-00	5,442	55,173	9.9%
2000-01	5,623	56,027	10.0%
2001-02	5,891	57,164	10.31%
2002-03	6,091	57,807	10.54%
2003-04	6,180	58,366	10.59%
2004-05	6,540	61,971	10.55%

Source: 2004-05 End of Year Distribution Files -Active Classroom Personnel  
Tennessee Department of Education

**Table 5**  
**Tennessee School Systems**  
**With No African-American Teachers**

System	African-American Student	African-American Teachers
Newport	8.40%	0.00%
Bradford	5.92%	0.00%
Clinton	5.27%	0.00%
Richard City	5.16%	0.00%
Rogersville	4.33%	0.00%
South Carroll	4.27%	0.00%
BENTON CO.	3.66%	0.00%
Etowah	2.31%	0.00%
DEKALB CO.	1.75%	0.00%
Lenoir City	1.21%	0.00%
CLAY CO.	1.20%	0.00%
MEIGS CO.	1.02%	0.00%
STEWART CO.	0.79%	0.00%
OVERTON CO.	0.60%	0.00%
UNICOI CO.	0.43%	0.00%
Oneida	0.38%	0.00%
POLK CO.	0.27%	0.00%
MORGAN CO.	0.25%	0.00%
SCOTT CO.	0.15%	0.00%
SEQUATCHIE CO.	0.15%	0.00%
GRUNDY CO.	0.13%	0.00%
GRAINGER CO.	0.12%	0.00%
JACKSON CO.	0.11%	0.00%
PICKETT CO.	0.00%	0.00%
VAN BUREN CO.	0.00%	0.00%

Source: 2004-05 End of Year Distribution Files - Active Classroom Personnel  
Tennessee Department of Education

**TABLE 6**  
**SCHOOL SYSTEMS WHOSE PERCENT OF TEACHERS TO STUDENTS**  
**IN TENNESSEE HAS MORE THAN 5% DIFFERENTIAL**

System	African-American Teachers	African-American Students	Student Teacher Difference	African-American Population	Teacher Population Difference
Alamo	5.88%	16.87%	10.99%	21.64%	15.76%
Alcoa	10.11%	22.96%	12.85%	18.03%	7.92%
Athens	0.88%	14.16%	13.28%	10.20%	9.32%
BEDFORD CO	3.60%	9.35%	5.75%	8.21%	4.60%
Bells	6.45%	16.34%	9.89%	20.41%	13.96%
Bradford	0.00%	5.92%	5.92%	3.73%	3.73%
CHESTER CO.	4.79%	15.62%	10.82%	10.52%	5.73%
Cleveland	4.69%	15.17%	10.48%	6.69%	2.00%
Clinton	0.00%	5.27%	5.27%	2.15%	2.15%
CROCKETT CO.	6.19%	16.18%	9.98%	11.26%	5.06%
DAVIDSON CO.	18.77%	47.83%	29.06%	25.82%	7.05%
Dayton	1.92%	7.63%	5.71%	5.63%	3.70%
Dyersburg	6.28%	31.53%	25.25%	21.48%	15.20%
FAYETTE CO.	35.71%	65.76%	30.05%	36.23%	0.51%
Fayetteville	8.96%	27.97%	19.01%	27.61%	18.65%

<b>System</b>	<b>African-American Teachers</b>	<b>African-American Students</b>	<b>Student Teacher Difference</b>	<b>African-American Population</b>	<b>Teacher Population Difference</b>
Franklin City	4.69%	15.28%	10.60%	12.61%	7.92%
Gibson Co.Sp.	2.33%	8.57%	6.25%	8.99%	6.67%
GILES CO.	3.67%	15.99%	12.33%	11.04%	7.37%
Greeneville	1.50%	8.66%	7.16%	5.24%	3.74%
HAMILTON CO.	10.99%	34.06%	23.07%	20.00%	9.01%
HARDEMAN CO.	13.44%	54.39%	40.95%	40.19%	26.75%
HAYWOOD CO.	15.81%	64.68%	48.87%	51.12%	35.31%
HENDERSON CO.	2.60%	8.74%	6.14%	5.40%	2.80%
Humboldt	20.39%	71.28%	50.89%	42.53%	22.14%
Huntingdon	4.65%	16.78%	12.13%	11.07%	6.42%
JACKSON-MADISON CO.	17.78%	55.23%	37.45%	32.21%	14.43%
Johnson City	3.53%	11.18%	7.65%	6.16%	2.63%
Kingsport	2.62%	7.64%	5.02%		-2.62%
KNOX CO.	4.42%	14.42%	9.99%	8.61%	4.19%
LAKE CO.	4.11%	27.65%	23.54%	31.99%	27.88%
LAUDERDALE CO.	7.44%	43.08%	35.64%	34.63%	27.19%
Lebanon	6.33%	18.45%	12.11%	12.87%	6.53%
Lexington	4.05%	21.43%	17.37%		-4.05%
MARSHALL CO.	3.32%	9.01%	5.69%	7.90%	4.58%
MAURY CO.	4.55%	20.04%	15.49%	14.40%	9.84%
McKenzie	1.14%	12.10%	10.96%	9.21%	8.07%
MCNAIRY CO.	2.34%	8.85%	6.50%	5.78%	3.44%
Memphis	46.21%	86.11%	39.90%	61.06%	14.85%
Milan	4.11%	22.26%	18.16%	18.43%	14.33%
MONTGOMERY CO.	5.17%	26.58%	21.41%	18.59%	13.42%
Murfreesboro City	9.22%	24.16%	14.94%	13.82%	4.60%
Newport	0.00%	8.40%	8.40%	6.59%	6.59%
Oak Ridge	6.18%	14.60%	8.43%	8.54%	2.36%
Paris	3.00%	21.84%	18.84%	21.09%	18.09%
Richard City	0.00%	5.16%	5.16%	19.68%	19.68%
ROBERTSON CO	5.10%	10.52%	5.41%	8.38%	3.27%
RUTHERFORD CO.	4.02%	13.46%	9.43%	6.58%	2.56%
SHELBY CO.	11.71%	29.30%	17.59%	14.65%	2.94%
SUMNER CO.	1.64%	9.32%	7.68%	5.82%	4.18%
TIPTON CO.	8.44%	26.12%	17.68%	14.22%	5.77%
Trenton	8.79%	29.95%	21.16%	21.04%	12.25%
TROUSDALE CO.	1.18%	10.39%	9.21%	10.81%	9.64%
Tulahoma	1.71%	8.20%	6.49%	5.99%	4.28%
Union City	4.90%	39.93%	35.02%	20.46%	15.56%
WEAKLEY CO.	0.96%	9.40%	8.44%	7.09%	6.14%
zSTTOTALS	10.55%	24.99%	14.43%		-10.55%

Source: 2004-05 End of Year Distribution Files - Active Classroom Personnel  
Tennessee Department of Education

**TABLE 7**  
**SCHOOL SYSTEMS WHOSE PERCENT OF TEACHERS TO STUDENTS**  
**IN TENNESSEE HAS MORE THAN 5% DIFFERENTIAL**  
**CHANGE TREND 2001-02 - 2004-05**

System	Teacher- Student Difference 2001-02	Teacher- Student Difference 2002-03	Teacher- Student Difference 2003-04	Teacher- Student Difference 2004-05	Change in Difference 2001-02 to 2002-03	Change in Difference 2002-03 to 2003-03	Change in Difference 2002-03 to 2004-05
Alamo	11.72%	10.71%	10.11%	10.99%	-1.01%	-0.60%	0.88%
Alcoa	17.14%	17.53%	16.30%	12.85%	0.39%	-1.23%	-3.45%
Athens	14.36%	15.33%	14.67%	13.28%	0.97%	-0.66%	-1.39%
BEDFORD CO	7.06%	6.35%	6.20%	5.75%	-0.71%	-0.16%	-0.45%
Bells	6.84%	5.60%	8.32%	9.89%	-1.24%	2.71%	1.57%
Bradford	6.43%	4.70%	5.40%	5.92%	-1.73%	0.69%	0.52%
CHESTER CO.	10.53%	10.30%	10.12%	10.82%	-0.23%	-0.18%	0.70%
Cleveland	11.30%	11.10%	10.88%	10.48%	-0.21%	-0.22%	-0.40%
Clinton	5.18%	5.38%	5.41%	5.27%	0.20%	0.03%	-0.14%
CROCKETT CO.	14.26%	11.86%	10.48%	9.98%	-2.41%	-1.38%	-0.50%
DAVIDSON CO.	26.94%	27.35%	28.42%	29.06%	0.41%	1.07%	0.64%
Dayton	7.88%	7.94%	7.19%	5.71%	0.06%	-0.75%	-1.48%
Dyersburg	18.87%	23.29%	24.64%	25.25%	4.43%	1.35%	0.61%
FAYETTE CO.	27.05%	29.17%	26.36%	30.05%	2.12%	-2.80%	3.69%
Fayetteville	18.31%	19.78%	18.40%	19.01%	1.47%	-1.38%	0.61%
Franklin City	10.87%	10.76%	10.94%	10.60%	-0.10%	0.17%	-0.34%
Gibson Co.Sp.	7.82%	7.75%	6.37%	6.25%	-0.07%	-1.38%	-0.12%
GILES CO.	12.40%	11.61%	12.29%	12.33%	-0.79%	0.68%	0.04%
Greeneville	6.21%	6.18%	6.99%	7.16%	-0.04%	0.82%	0.17%
HAMILTON CO.	22.85%	22.86%	23.14%	23.07%	0.01%	0.28%	-0.07%
HARDEMAN CO.	41.58%	40.78%	39.35%	40.95%	-0.80%	-1.43%	1.60%
HAYWOOD CO.	49.94%	49.50%	48.91%	48.87%	-0.44%	-0.60%	-0.04%
HENDERSON CO.	6.52%	6.76%	6.36%	6.14%	0.24%	-0.40%	-0.22%
Humboldt	49.57%	50.23%	54.14%	50.89%	0.66%	3.91%	-3.25%
Huntingdon	15.75%	14.32%	13.95%	12.13%	-1.42%	-0.38%	-1.82%
JACKSON-MADISON CO.	33.59%	34.69%	35.98%	37.45%	1.11%	1.29%	1.47%
Johnson City	7.28%	7.62%	8.12%	7.65%	0.34%	0.50%	-0.47%
Kingsport	4.84%	4.86%	5.06%	5.02%	0.02%	0.19%	-0.04%
KNOX CO.	8.73%	8.97%	9.79%	9.99%	0.24%	0.83%	0.20%
LAKE CO.	24.01%	24.52%	24.83%	23.54%	0.51%	0.31%	-1.29%
LAUDERDALE CO.	35.06%	35.39%	34.91%	35.64%	0.33%	-0.47%	0.73%
Lebanon	13.95%	14.28%	13.50%	12.11%	0.33%	-0.79%	-1.39%
Lexington	18.51%	17.89%	15.00%	17.37%	-0.62%	-2.88%	2.37%
MARSHALL CO.	5.67%	5.37%	5.66%	5.69%	-0.30%	0.29%	0.03%
MAURY CO.	15.16%	14.97%	15.54%	15.49%	-0.19%	0.57%	-0.05%
McKenzie	11.21%	10.98%	10.08%	10.96%	-0.23%	-0.90%	0.88%
MCNAIRY CO.	6.53%	6.23%	6.28%	6.50%	-0.30%	0.05%	0.22%
Memphis	42.38%	40.44%	39.39%	39.90%	-1.94%	-1.05%	0.51%
Milan	18.28%	18.46%	19.37%	18.16%	0.19%	0.91%	-1.21%
MONTGOMERY CO.	22.26%	22.23%	21.80%	21.41%	-0.02%	-0.43%	-0.39%
Murfreesboro City	13.22%	12.54%	13.85%	14.94%	-0.67%	1.30%	1.09%
Newport	6.58%	9.40%	8.52%	8.40%	2.82%	-0.88%	-0.12%
Oak Ridge	7.57%	7.70%	8.54%	8.43%	0.13%	0.84%	-0.11%
Paris	22.85%	22.27%	21.73%	18.84%	-0.58%	-0.54%	-2.89%
Richard City	3.92%	4.27%	5.56%	5.16%	0.36%	1.28%	-0.40%
ROBERTSON CO	4.55%	4.86%	5.21%	5.41%	0.31%	0.35%	0.20%
RUTHERFORD CO.	7.98%	8.28%	8.60%	9.43%	0.30%	0.32%	0.83%
SHELBY CO.	10.65%	12.91%	15.02%	17.59%	2.26%	2.11%	2.57%

System	Teacher- Student Difference 2001-02	Teacher- Student Difference 2002-03	Teacher- Student Difference 2003-04	Teacher- Student Difference 2004-05	Change in Difference 2001-02 to 2002-03	Change in Difference 2002-03 to 2003-03	Change in Difference 2002-03 to 2004-05
SUMNER CO.	6.52%	6.72%	6.89%	7.68%	0.20%	0.17%	0.79%
TIPTON CO.	10.26%	12.41%	18.02%	17.68%	2.15%	5.61%	-0.34%
Trenton	22.45%	21.09%	20.90%	21.16%	-1.36%	-0.20%	0.26%
TROUSDALE CO.	9.59%	9.47%	8.80%	9.21%	-0.11%	-0.67%	0.41%
Tullahoma	6.49%	6.74%	7.00%	6.49%	0.25%	0.27%	-0.51%
Union City	34.57%	36.48%	36.89%	35.02%	1.91%	0.41%	-1.87%
WEAKLEY CO.	6.77%	6.86%	7.46%	8.44%	0.09%	0.61%	0.98%

Source: 2004-05 Fall Membership of Tennessee Public School Students  
2004-05 End of Year Distribution Files - Active Classroom Personnel  
Tennessee Department of Education

**Table 8**  
**Student/Teacher Gender Comparision**

	African American Male			African American Female			All Races Sex- Unknown or Other	
	Number	Percent	Percent Total Pop.	Number	Percent	Percent Total Pop.	Number	Percent Total Pop.
<b>Students</b>	118,292	24.74%	12.74%	113,717	25.2%	12.35%	0	0%
<b>Teachers</b>	1,176	19.06%	1.90%	5,359	11.71%	8.65%	11,387	18.37%

Source: 2004-05 Fall Membership of Tennessee Public School Students  
2004-05 End of Year Distribution File - Active Classroom Personnel  
Tennessee Department of Education

**Table 9**  
**Teachers With More Than 30 Years Experience**

Year	African- American Teachers 30+ Years	Total Teachers 30+ Years	Percent African- Americans of total 30+ Years	Percent Total African- American Teachers	Percent Total Teaching Force with 30+ years
1984-85	555	2,001	27.5%	12.45%	5.01%
1992-93	524	1,923	27.2%	10.10%	4.15%
1993-94	657	2,349	28.0%	11.64%	4.64%
1994-95	766	3,113	24.6%	14.29%	6.34%
1995-96	768	3,143	24.43%	14.38%	6.42%
1996-97	672	2,593	25.92%	12.86%	5.23%
1997-98	592	2,626	22.54%	11.27%	5.05%
1998-99	672	3,338	25.95%	12.68%	6.22%
1999-00	703	4,104	17.43%	12.9%	7.44%
2000-01	647	3,830	16.89%	11.51%	6.84%
2001-02	706	4,274	16.52%	11.98%	7.48%
2002-03	739	4,699	15.73%	12.13%	8.13%
2003-04	747	5,159	14.48%	12.09%	8.84%
2004-05	832	5,900	14.10%	12.72%	9.52%

**Table 10**  
**Teachers with 30 or More Years of Experience by System**

System	Black Teachers 30+ Years	Total Black Teachers	Percent of Black Teachers 30+ Years	Total Teachers 30+ Years	Total Teachers	Percent of Teachers 30+ Years
Alamo		2	0.00%	2	34	5.88%
Alcoa		9	0.00%	6	89	6.74%
ANDERSON CO.	1	2	50.00%	40	500	8.00%
Athens		1	0.00%	18	113	15.93%
BEDFORD CO	3	16	18.75%	39	444	8.78%
Bells		2	0.00%		31	0.00%
BENTON CO.				18	174	10.34%
BLEDSON CO.	1	1	100.00%	9	123	7.32%
BLOUNT CO.	1	6	16.67%	40	673	5.94%
Bradford				6	41	14.63%
BRADLEY CO.	2	3	66.67%	61	588	10.37%
Bristol	2	6	33.33%	41	274	14.96%
CAMPBELL CO.		1	0.00%	54	398	13.57%
CANNON CO.	1	1	100.00%	12	156	7.69%
CARROLL CO.		1	0.00%	2	14	14.29%
CARTER CO.		2	0.00%	45	427	10.54%
CHEATHAM CO.		4	0.00%	29	444	6.53%
CHESTER CO.		7	0.00%	8	146	5.48%
CLAIBORNE CO.		4	0.00%	29	363	7.99%
CLAY CO.				8	95	8.42%
Cleveland	1	15	6.67%	32	320	10.00%
Clinton				2	60	3.33%
COCKE CO.		3	0.00%	27	309	8.74%
COFFEE CO.		4	0.00%	35	281	12.46%
CROCKETT CO.	2	7	28.57%	8	113	7.08%
CUMBERLAND CO.		1	0.00%	41	423	9.69%
DAVIDSON CO.	110	943	11.66%	382	5024	7.60%
Dayton		1	0.00%	7	52	13.46%
DECATUR CO.		2	0.00%	20	116	17.24%
DEKALB CO.				20	174	11.49%
DICKSON CO.		11	0.00%	56	554	10.11%
DYER CO.	2	8	25.00%	23	210	10.95%
Dyersburg	5	14	35.71%	29	223	13.00%
Elizabethton		1	0.00%	24	153	15.69%
Etowah					25	0.00%
FAYETTE CO.	18	95	18.95%	30	266	11.28%
Fayetteville	1	6	16.67%	5	67	7.46%
FENTRESS CO.		1	0.00%	15	163	9.20%
Franklin City		15	0.00%	24	320	7.50%
FRANKLIN CO.	1	11	9.09%	30	390	7.69%
Gibson Co.Sp.		4	0.00%	20	172	11.63%
GILES CO.	1	11	9.09%	30	300	10.00%
GRAINGER CO.				11	212	5.19%
GREENE CO.		2	0.00%	42	471	8.92%
Greeneville		3	0.00%	18	200	9.00%
GRUNDY CO.				9	178	5.06%
HAMBLETON CO.	4	15	26.67%	67	613	10.93%

<b>System</b>	<b>Black Teachers 30+ Years</b>	<b>Total Black Teachers</b>	<b>Percent of Black Teachers 30+ Years</b>	<b>Total Teachers 30+ Years</b>	<b>Total Teachers</b>	<b>Percent of Teachers 30+ Years</b>
HAMILTON CO.	42	301	13.95%	216	2738	7.89%
HANCOCK CO.		1	0.00%	11	82	13.41%
HARDEMAN CO.	10	43	23.26%	24	320	7.50%
HARDIN CO.	2	5	40.00%	30	268	11.19%
HAWKINS CO.		1	0.00%	60	519	11.56%
HAYWOOD CO.	5	40	12.50%	26	253	10.28%
HENDERSON CO.	2	6	33.33%	24	231	10.39%
HENRY CO.	2	7	28.57%	24	210	11.43%
HICKMAN CO.	2	4	50.00%	13	245	5.31%
Hollow R.-Br.		3	0.00%	7	46	15.22%
HOUSTON CO.		1	0.00%	6	100	6.00%
Humboldt	3	21	14.29%	19	103	18.45%
HUMPHREYS CO.		1	0.00%	17	206	8.25%
Huntingdon	1	4	25.00%	10	86	11.63%
JACKSON CO.				15	126	11.90%
JACKSON-MADISON CO.	18	178	10.11%	77	1001	7.69%
JEFFERSON CO.	1	7	14.29%	49	460	10.65%
Johnson City		17	0.00%	45	482	9.34%
JOHNSON CO.		1	0.00%	8	168	4.76%
Kingsport	2	12	16.67%	51	458	11.14%
KNOX CO.	22	168	13.10%	232	3799	6.11%
LAKE CO.		3	0.00%	9	73	12.33%
LAUDERDALE CO.	5	23	21.74%	32	309	10.36%
LAWRENCE CO.		2	0.00%	68	471	14.44%
Lebanon	3	14	21.43%	15	221	6.79%
Lenoir City				5	124	4.03%
LEWIS CO.		2	0.00%	9	131	6.87%
Lexington	1	3	33.33%	6	74	8.11%
LINCOLN CO.		2	0.00%	32	279	11.47%
LOUDON CO.		3	0.00%	12	300	4.00%
MACON CO.		1	0.00%	21	220	9.55%
Manchester		1	0.00%	10	87	11.49%
MARION CO.	2	6	33.33%	24	273	8.79%
MARSHALL CO.	1	10	10.00%	33	301	10.96%
Maryville		6	0.00%	27	319	8.46%
MAURY CO.	5	36	13.89%	60	791	7.59%
McKenzie		1	0.00%	7	88	7.95%
MCMINN CO.	1	7	14.29%	27	354	7.63%
MCNAIRY CO.		7	0.00%	29	299	9.70%
MEIGS CO.				5	116	4.31%
Memphis	365	3573	10.22%	728	7732	9.42%
Milan		6	0.00%	8	146	5.48%
MONROE CO.		3	0.00%	19	335	5.67%
MONTGOMERY CO.	6	83	7.23%	120	1606	7.47%
MOORE CO.	1	3	33.33%	6	66	9.09%
MORGAN CO.				14	229	6.11%
Murfreesboro City	4	39	10.26%	23	423	5.44%
Newport				8	49	16.33%
Oak Ridge	2	21	9.52%	39	340	11.47%
OBION CO.	1	4	25.00%	40	261	15.33%
Oneida				7	88	7.95%
OVERTON CO.				35	225	15.56%
Paris		3	0.00%	11	100	11.00%
PERRY CO.		1	0.00%	5	88	5.68%
PICKETT CO.				8	58	13.79%
POLK CO.				20	173	11.56%



<b>System</b>	<b>Black Teachers 30+ Years</b>	<b>Total Black Teachers</b>	<b>Percent of Black Teachers 30+ Years</b>	<b>Total Teachers 30+ Years</b>	<b>Total Teachers</b>	<b>Percent of Teachers 30+ Years</b>
PUTNAM CO.	1	5	20.00%	42	638	6.58%
RHEA CO.		2	0.00%	21	258	8.14%
Richard City					24	0.00%
ROANE CO.		4	0.00%	52	479	10.86%
ROBERTSON CO	8	32	25.00%	52	627	8.29%
Rogersville				3	44	6.82%
RUTHERFORD CO.	8	79	10.13%	99	1965	5.04%
SCOTT CO.				27	198	13.64%
SEQUATCHIE CO.				7	141	4.96%
SEVIER CO.		2	0.00%	51	900	5.67%
SHELBY CO.	38	312	12.18%	135	2665	5.07%
SMITH CO.		1	0.00%	13	219	5.94%
South Carroll				5	30	16.67%
STEWART CO.				7	137	5.11%
SULLIVAN CO.		6	0.00%	108	910	11.87%
SUMNER CO.	3	27	11.11%	102	1650	6.18%
Sweetwater		2	0.00%	7	96	7.29%
TIPTON CO.	15	57	26.32%	52	675	7.70%
Trenton	1	8	12.50%	8	91	8.79%
TROUSDALE CO.		1	0.00%	8	85	9.41%
Tullahoma		4	0.00%	30	234	12.82%
UNICOI CO.				19	159	11.95%
Union City	1	5	20.00%	10	102	9.80%
UNION CO.		1	0.00%	15	242	6.20%
VAN BUREN CO.				4	63	6.35%
WARREN CO.		2	0.00%	48	416	11.54%
WASHINGTON CO.	1	2	50.00%	65	550	11.82%
WAYNE CO.		1	0.00%	20	214	9.35%
WEAKLEY CO.	1	3	33.33%	30	314	9.55%
West Carroll	2	5	40.00%	8	76	10.53%
WHITE CO.	1	2	50.00%	28	256	10.94%
WILLIAMSON CO.	2	35	5.71%	70	1528	4.58%
WILSON CO.		17	0.00%	53	819	6.47%
STATE TOTALS		6540	0.00%		61971	0.00%

Source: 2004-05 End of Year Distribution Files - Active Classroom Personnel  
Tennessee Department of Education

**Table 11**  
**Teachers Leaving Teaching (Non-Retirement) Annual Comparison**

<b>Year</b>	<b>Total Teachers</b>	<b>Total Teachers Leaving Teaching (Non-Retirement)*</b>	<b>Percent of Teachers Leaving Teaching (Non-Retirement)</b>
1997-98	52,013	1,873	3.10
1998-99	53,688	2,059	3.84
1999-00	55,173	2,638	4.78
2000-01	56,027	2,616	4.67
2001-02	57,164	3,042	5.32
2002-03	57,807	2,461	4.26

2003-04	58,366	2,657	4.55
2004-05	61,971	3,008	4.85

Source: 2004-05 End of Year Distribution Files - Active Classroom Personnel  
Tennessee Department of Education

\*Tennessee Consolidated Retirement Commission

**Table 12**  
**African American New Hires – Annual Comparison**

<b>Year</b>	<b>Number of New Teachers Hired</b>	<b>African- American Teachers Hired</b>	<b>Percentage African- American New Teachers Hired</b>
1991-92	4,703	344	7.31%
1992-93	4,822	389	8.07%
1993-94	4,027	345	8.57%
1994-95	4,099	379	9.25%
1995-96	4,113	318	7.73%
1996-97	4,628	355	7.67%
1997-98	5,171	279	5.40%
1998-99	5,164	309	5.98%
1999-00	6,179	556	9.00%
2000-01	5,734	508	8.86%
2001-02	5,369	545	10.15%
2002-03	5,051	515	10.20%
2003-04	6,328	591	9.34%
2004-05	887	8832	10.00%

Source: 2004-05 End of Year Distribution Files - Active Classroom Personnel  
Tennessee Department of Education

**TABLE 13: Teacher Education Completers  
Of Initial Licensure**

<b>YEAR</b>	<b>PUBLIC</b>			<b>PRIVATE</b>			<b>COMBINED</b>		
	<b>African- American</b>		<b>Total</b>	<b>African- American</b>		<b>Total</b>	<b>African- American</b>		<b>Total</b>
1988	33	3.3%	1,012	12	2.3%	531	45	2.9%	1,543
1992	79	4.1%	1,948	41	4.5%	914	120	4.2%	2,862
1993	110	5.6%	1,952	26	3.0%	877	136	4.8%	2,829
1994	115	6.4%	1,803	39	5.0%	775	154	6.0%	2,578
1995	110	6.4%	1,714	54	6.1%	882	164	6.3%	2,596
1996	183	9.1%	2,013	51	5.3%	967	234	7.9%	2,980
1997	146	8.0%	1,817	63	5.8%	1,094	209	7.2%	2,911
1998	159	8.3%	1,906	65	5.4%	1,212	224	7.8%	3,118
1999	247	12.5%	1,971	74	6.4%	1,162	321	10.2%	3,133
2000	365	12.8%	2,847	132	10.4%	1,271	497	12.1%	4,118
2001	166	8.23%	2,017	140	11.6%	1,203	306	9.5%	3,220
2002	255	11.8%	2,161	123	11.2%	1,103	378	11.6%	3,264
2003	259	11.5%	2,247	116	10.3%	1,125	375	11.1%	3,372
2004	280	13.3%	2,109	115	9.1%	1,258	397	11.8%	3,367

YEAR	PUBLIC			PRIVATE			COMBINED		
	African-American		Total	African-American		Total	African-American		Total
2005	240	11.5%	2,135	146	10.6%	1,374	386	11.0%	3,509

Source: 2004 Initial Licensure Completion Data, Tennessee Higher Education Commission

**TABLE 14: Teacher Education Completers**  
**At Public And Private Institutions**

Tennessee Higher Education Commission									
2004-05 Completers of Initial Teacher Licensure Programs by Race									
	Asian	Alaskan Native	Black	Hispanic	White	Unknown	Total	% Black	% Minority
Austin Peay State University	1	2	10	4	110	0	127	8%	13%
East Tennessee State University	3	0	3	2	240	3	251	1%	3%
Middle Tennessee State University	2	0	6	4	235	0	247	2%	5%
Tennessee State University	2	0	56	1	88	1	148	38%	40%
Tennessee Technological University	1	0	5	0	266	4	276	2%	2%
University of Memphis	3	0	128	3	301	4	439	29%	31%
<b>Total TBR Universities</b>	<b>12</b>	<b>2</b>	<b>208</b>	<b>14</b>	<b>1,240</b>	<b>12</b>	<b>1,488</b>	<b>14%</b>	<b>16%</b>
University of Tennessee, Chattanooga	1	0	9	2	188	2	202	4%	6%
University of Tennessee, Knoxville	4	1	13	5	281	1	305	4%	8%
University of Tennessee, Martin	0	0	10	0	130	0	140	7%	7%
<b>Total UT Universities</b>	<b>5</b>	<b>1</b>	<b>32</b>	<b>7</b>	<b>599</b>	<b>3</b>	<b>647</b>	<b>5%</b>	<b>7%</b>
<b>Total Public Universities</b>	<b>17</b>	<b>3</b>	<b>240</b>	<b>21</b>	<b>1,839</b>	<b>15</b>	<b>2,135</b>	<b>11%</b>	<b>13%</b>
Aquinas College	0	0	1	0	23	0	24	4%	4%
Belmont University	0	0	0	1	33	3	37	0%	3%
Bethel College	0	0	1	1	21	0	23	4%	9%
Bryan College	0	0	0	1	18	0	19	0%	5%
Carson-Newman College	2	0	1	0	74	1	78	1%	4%
Christian Brothers University	0	0	57	3	51	1	112	51%	54%
Crichton College	0	1	17	0	33	0	51	33%	35%
Cumberland University	0	0	3	0	24	0	27	11%	11%
Fisk University	0	0	7	0	0	0	7	100%	100%
Free Will Baptist Bible College	0	0	0	0	13	0	13	0%	0%
Freed-Hardeman University	0	0	12	1	48	0	61	20%	21%
Johnson Bible College	0	0	0	0	20	0	20	0%	0%
King College	0	0	0	0	14	0	14	0%	0%
Lambuth University	0	0	1	0	17	0	18	6%	6%
Lane College	0	0	1	0	0	0	1	100%	100%
Lee University	2	0	4	2	146	23	177	2%	5%
Lemoyne-Owen College	0	0	5	0	0	0	5	100%	100%
Lincoln Memorial University	0	0	1	0	103	1	105	1%	1%
Lipscomb University	0	0	1	0	52	0	53	2%	2%
Martin Methodist College	0	0	0	0	22	0	22	0%	0%
Maryville College	0	1	0	1	30	0	32	0%	6%
Milligan College	0	0	0	1	53	0	54	0%	2%
Rhodes College	0	0	0	0	3	0	3	0%	0%

Tennessee Higher Education Commission									
2004-05 Completers of Initial Teacher Licensure Programs by Race									
	Asian	Alaskan Native	Black	Hispanic	White	Unknown	Total	% Black	% Minority
Southern Adventist University	0	0	1	6	34	0	41	2%	17%
Tennessee Wesleyan College	0	0	0	0	29	0	29	0%	0%
Trevecca Nazarene University	1	0	2	0	49	0	52	4%	6%
Tusculum College	0	0	1	0	44	0	45	2%	2%
Union University	1	0	24	0	85	3	113	21%	22%
University of the South	0	0	0	0	2	0	2	0%	0%
Vanderbilt University	4	0	6	6	118	2	136	4%	12%
<b>Total Independent Colleges &amp; Univs.</b>	<b>10</b>	<b>2</b>	<b>146</b>	<b>23</b>	<b>1,159</b>	<b>34</b>	<b>1,374</b>	<b>11%</b>	<b>13%</b>
<b>Grand Total</b>	<b>27</b>	<b>5</b>	<b>386</b>	<b>44</b>	<b>2,998</b>	<b>49</b>	<b>3,509</b>	<b>11%</b>	<b>13%</b>

Source: 2004-05 Initial Completers Data, Tennessee Higher Education Commission

**TABLE 15**  
**Completers of Initial Teacher Licensure: 1999-00 thru 2004-05**

Tennessee Higher Education Commission							
Completers of Initial Teacher Licensure Programs							
	1999-2000*	2000-01	2001-02	2002-03	2003-04	2004-05	% Change
Austin Peay State University	177	201	161	181	117	127	9%
East Tennessee State University	267	242	240	246	214	251	17%
Middle Tennessee State University	472	335	393	362	241	247	2%
Tennessee State University	171	33	125	137	117	148	26%
Tennessee Technological University	298	259	240	253	266	276	4%
University of Memphis	654	306	413	418	455	439	-4%
<b>Total TBR Universities</b>	<b>2,039</b>	<b>1,376</b>	<b>1,572</b>	<b>1,597</b>	<b>1,410</b>	<b>1,488</b>	<b>6%</b>
University of Tennessee, Chattanooga	203	195	180	176	189	202	7%
University of Tennessee, Knoxville	412	319	312	338	392	305	-22%
University of Tennessee, Martin	159	127	97	136	118	140	19%
<b>Total UT Universities</b>	<b>774</b>	<b>641</b>	<b>589</b>	<b>650</b>	<b>699</b>	<b>647</b>	<b>-7%</b>
<b>Total Public Universities</b>	<b>2,813</b>	<b>2,017</b>	<b>2,161</b>	<b>2,247</b>	<b>2,109</b>	<b>2,135</b>	<b>1%</b>
Aquinas College	5	12	13	19	16	24	50%
Belmont University	62	28	26	25	53	37	-30%
Bethel College	15	10	20	11	11	23	109%
Bryan College	17	20	20	17	24	19	-21%
Carson-Newman College	166	157	104	101	120	78	-35%
Christian Brothers University	46	51	55	98	93	112	20%
Crichton College	19	25	18	22	25	51	104%
Cumberland University	41	30	25	29	34	27	-21%
Fisk University	21	58	9	2	6	7	17%
Free Will Baptist Bible College	13	4	8	15	9	13	44%
Freed-Hardeman University	116	111	126	73	56	61	9%
Johnson Bible College	9	10	9	12	9	20	122%
King College	22	16	7	13	18	14	-22%

Tennessee Higher Education Commission							
Completers of Initial Teacher Licensure Programs							
	1999-2000*	2000-01	2001-02	2002-03	2003-04	2004-05	% Change
Lambuth University	31	21	27	23	14	18	29%
Lane College	1	0	3	0	0	1	100%
Lee University	165	145	116	142	149	177	19%
Lemoyne-Owen College	24	12	3	7	4	5	25%
Lincoln Memorial University	51	44	48	69	84	105	25%
Lipscomb University	70	51	54	50	54	53	-2%
Martin Methodist College	13	11	12	19	11	22	100%
Maryville College	30	28	29	31	39	32	-18%
Milligan College	63	60	65	60	42	54	29%
Rhodes College	3	13	22	16	2	3	50%
Southern Adventist College	42	49	33	30	43	41	-5%
Tennessee Wesleyan College	36	31	34	27	30	29	-3%
Trevecca Nazarene University	28	31	21	17	41	52	27%
Tusculum College	20	22	23	47	58	45	-22%
Union University	77	68	68	59	102	113	11%
University of the South	5	4	3	3	8	2	-75%
Vanderbilt University	105	81	102	88	103	136	32%
<b>Total Independent Colleges &amp; Univs.</b>	<b>1,316</b>	<b>1,203</b>	<b>1,103</b>	<b>1,125</b>	<b>1,258</b>	<b>1,374</b>	<b>9%</b>
<b>Grand Total</b>	<b>4,129</b>	<b>3,220</b>	<b>3,264</b>	<b>3,372</b>	<b>3,367</b>	<b>3,509</b>	<b>4%</b>
* The 1999-2000 cycle was the first year of reporting under federal Title II requirements. The spike in numbers reported during this cycle is believed to be due to the new reporting requirements and a degree of uncertainty among institutions as to which students should be reported as completers.							

Source: Initial Completers Data, Tennessee Higher Education Commission

**TABLE 16**  
**Licenses with 'Date of Original Issue' Falling Between 07-01-2004**  
**And 06-30-2005**

Licensure/Race	Unknown	American Indian Total	African-American Total	Asian Total	Hispanic Total	White Total	Other Total	Grand Total
Alternative A	750	0	50	3	2	164	1	<b>970</b>
Alternative C	124	0	3	0	0	11	0	<b>138</b>
Alternative E	358	0	24	0	1	30	0	<b>413</b>
Apprentice Occupational Educ	13	0	23	0	1	155	0	<b>192</b>
Apprentice Special Group	20	0	33	2	1	210	1	<b>267</b>
Apprentice Teacher	384	3	253	10	17	1810	2	<b>2479</b>
Emergency Teaching Credential	6	0	49	0	1	45	0	<b>101</b>
Interim Tch-D Intern	304	0	1	0	1	21	0	<b>327</b>
Interim Teacher B	151	0	72	1	3	133	0	<b>360</b>
International Exchange Credential	1	0	0	0	0	7	0	<b>8</b>
Out Of State Teacher	81	1	78	2	5	570	0	<b>737</b>
Permit	212	0	15	0	0	5	0	<b>232</b>
Professional	289	3	527	5	29	2507	0	<b>3360</b>

Professional Occupational Educ	11	0	2	1	0	41	0	55
<b>Grand Total</b>	<b>2704</b>	<b>7</b>	<b>1130</b>	<b>24</b>	<b>61</b>	<b>5709</b>	<b>4</b>	<b>10026</b>

Source: Tennessee Department of Education

**TABLE 17****Minority Teachers Fellows Program and Tennessee Teaching Scholars Participants**

INSTITUTION	Minority Teaching Fellows Participants	Tennessee Teaching Scholars Participants
<b>INDEPENDENT/FOUR-YEARS</b>		
American Baptist College		
Aquinas College		
Aquinas College – Primetime		
Baptist Memorial College of Health		
Belmont University	1	2
Bethel College		
Bryan College		1
Carson-Newman College	2	5
Christian Brothers University	5	6
Crichton College	3	1
Cumberland University		
David Lipscomb University	1	5
Fisk University	2	
Free Will Baptist Bible College		1
Freed-Hardeman University	1	9
Johnson Bible College		
King College		1
Lambuth University	2	1
Lane College		
Lee University		2
LeMoyne-Owen College		
Lincoln Memorial University	2	2
Martin Methodist College		1
Maryville College	1	3
Memphis College of Art		
Milligan College		2
Rhodes College		
Southern Adventist University		
Tennessee Temple University		
Tennessee Wesleyan College		12
Trevecca Nazarene University		3
Tusculum College		5
Union University		3
University of the South		
Vanderbilt University	2	1
Watkins Institute College of Art and Design		
<b>TOTAL:</b>	<b>22</b>	<b>66</b>
<b>INDEPENDENT/TWO-YEARS</b>		
Hiwassee College	1	
John A. Gupton College		
William R. Moore School of Technology		
<b>TOTAL:</b>	<b>1</b>	
<b>BOARD OF REGENTS</b>		
Austin Peay State University	4	3
East Tennessee State University		4
Middle Tennessee State University	15	18
Tennessee State University	4	10
Tennessee Technological University	1	9
University of Memphis	28	14
<b>TOTAL:</b>	<b>52</b>	<b>58</b>
<b>UNIVERSITY OF TENNESSEE SYSTEM</b>		
University of Tennessee, Chattanooga	16	6
University of Tennessee, Knoxville	13	68

<b>INSTITUTION</b>	<b>Minority Teaching Fellows Participants</b>	<b>Tennessee Teaching Scholars Participants</b>
University of Tennessee, Martin	7	4
University of Tennessee, Memphis		
<b>TOTAL:</b>	<b>36</b>	<b>78</b>
<b>STATE TECH/COMMUNITY COLLEGES</b>		
Chattanooga State Technical Community College		
Cleveland State Community College		
Columbia State Community College		
Dyersburg State Community College		
Jackson State Community College	2	
Motlow State Community College		
Nashville State Technical Community College		
Northeast State Technical Community College		
Pellissippi State Technical Community College		
Roane State Community College	1	
Southwest Tennessee Community College	1	
Volunteer State Community College		
Walters State Community College	1	
<b>TOTAL:</b>	<b>5</b>	
<b>GRAND TOTALS</b>		
Independent/Four-Years	22	66
Independent/Two-Years	1	
Private/Business & Trade		
Board of Regents	52	58
University of Tennessee System	36	78
State Tech/Community Colleges	5	
School of Nursing		
Tennessee Technology Centers		
Out of State *		
<b>TOTAL:</b>	<b>116</b>	<b>202</b>

Source: Tennessee Student Assistance Corporation

**Table 18**  
**Troops To Teachers Tennessee Hires**

<b>School Years</b>	<b>Total Number of Troops Hired</b>	<b>Number of Minority Teachers</b>	<b>Percent</b>
1994-1995	8	4	50%
1995-1996	32	8	25%
1996-1997	42	11	26%
1997-1998	17	8	47%
1998-1999	23	8	35%
1999-2000	6	2	33%
2000-2001	8	3	37%
2001-2002	3	2	66%
2002-2003	7	3	43%
2003-2004	27	15	56%
2004-2005	40	23	57%
2005-2006	39	23	59%

Source: Office of Teacher Licensing  
As of July 7, 2006



Source: Tennessee Department of Education Certification Files

**Table 19**  
**2004-05 Students, 2004-05 Classroom Teachers, and 2000 Population by System and Race**

System	Unknown			American Indian			African-American			Asian/Pacific			Hispanic			White			Other <sup>1</sup>		Other <sup>2</sup>
	Stu	Tea	Pop	Stu	Tea	Pop	Stu	Tea	Pop	Stu	Tea	Pop	Stu	Tea	Pop <sup>3</sup>	Stu	Tea	Pop	Tea	Pop	Pop
Alamo		17.65%		0.00%	0.00%	0.00%	16.87%	5.88%	21.64%	0.00%	0.00%	0.17%	6.91%	0.00%	1.05%	76.22%	76.47%	76.26%	0.00%	0.00%	0.84%
Alcoa		6.74%		0.00%	0.00%	0.00%	22.96%	10.11%	18.03%	0.65%	1.12%	0.67%	1.37%	1.12%	0.33%	75.02%	80.90%	79.04%	0.00%	0.00%	1.93%
ANDERSON CO.		14.80%		0.10%	0.20%	0.44%	1.59%	0.40%	1.02%	0.20%	0.00%	0.15%	0.35%	0.20%	0.39%	97.75%	84.40%	96.90%	0.00%	0.15%	0.94%
Athens		9.73%		0.17%	0.00%	0.08%	14.16%	0.88%	10.20%	2.66%	0.00%	0.88%	5.20%	0.00%	2.42%	77.80%	89.38%	85.50%	0.00%	0.00%	0.88%
BEDFORD CO		18.24%		0.17%	0.23%	0.11%	9.35%	3.60%	8.21%	0.99%	0.00%	0.56%	11.90%	0.23%	7.37%	77.59%	77.70%	82.76%	0.00%	0.03%	1.00%
Bells		19.35%		0.00%	0.00%	0.18%	16.34%	6.45%	20.41%	0.00%	0.00%	0.45%	27.48%	0.00%	24.72%	56.19%	74.19%	53.29%	0.00%	0.00%	0.91%
BENTON CO.		16.67%		0.40%	0.00%	0.33%	3.66%	0.00%	2.45%	0.48%	0.00%	0.33%	0.77%	0.57%	0.48%	94.68%	82.18%	95.65%	0.57%	0.06%	0.73%
BLEDSON CO.		18.70%		0.47%	0.00%	0.08%	0.83%	0.81%	3.32%	0.00%	0.00%	0.08%	2.70%	0.00%	0.93%	96.00%	80.49%	94.50%	0.00%	0.08%	1.01%
BLOUNT CO.		12.63%		0.12%	0.00%	0.30%	1.64%	0.89%	1.29%	0.63%	0.15%	0.23%	1.30%	0.45%	0.77%	96.30%	85.88%	96.28%	0.00%	0.11%	1.03%
Bradford		14.63%		0.32%	0.00%	0.11%	5.92%	0.00%	3.73%	0.00%	0.00%	0.11%	0.16%	0.00%	0.28%	93.60%	85.37%	95.44%	0.00%	0.00%	0.41%
BRADLEY CO.		20.41%		0.09%	0.00%	0.30%	1.91%	0.51%	1.26%	0.35%	0.00%	0.19%	1.86%	0.34%	1.51%	95.78%	78.57%	95.47%	0.17%	0.02%	1.27%
Bristol		10.22%		0.32%	0.00%	0.02%	4.51%	2.19%	3.14%	0.66%	0.00%	0.72%	1.19%	0.00%	0.76%	93.31%	87.59%	94.46%	0.00%	0.08%	0.80%
CAMPBELL CO.		12.06%		0.02%	0.00%	0.43%	0.36%	0.25%	0.19%	0.21%	0.00%	0.21%	0.21%	0.00%	0.72%	99.20%	87.69%	97.16%	0.00%	0.00%	1.30%
CANNON CO.		21.79%		0.00%	0.00%	0.47%	1.07%	0.64%	1.01%	0.32%	0.64%	0.06%	1.48%	0.00%	0.97%	97.13%	76.92%	96.53%	0.00%	0.00%	0.97%
CARROLL CO.		21.43%		0.00%	0.00%		0.00%	7.14%		0.00%	0.00%		0.00%	0.00%		100.00%	71.43%		0.00%		
CARTER CO.		21.55%		0.13%	0.00%	0.12%	0.51%	0.47%	0.45%	0.20%	0.00%	0.12%	0.90%	0.23%	0.83%	98.26%	77.75%	97.71%	0.00%	0.02%	0.73%
CHEATHAM CO.		22.97%		0.16%	0.00%	0.38%	1.55%	0.90%	1.52%	0.27%	0.00%	0.18%	1.30%	0.00%	1.21%	96.72%	75.45%	95.95%	0.68%	0.00%	0.78%
CHESTER CO.		21.23%		0.12%	0.00%	0.03%	15.62%	4.79%	10.52%	0.43%	0.00%	0.10%	1.65%	0.00%	0.35%	82.18%	73.97%	87.48%	0.00%	0.00%	1.51%
CLAIBORNE CO.		17.36%		0.06%	0.00%	0.18%	0.71%	1.10%	0.95%	0.19%	0.00%	0.27%	0.42%	0.00%	0.49%	98.61%	80.99%	97.25%	0.55%	0.05%	0.82%
CLAY CO.		21.05%		0.52%	0.00%	0.25%	1.20%	0.00%	1.50%	0.00%	0.00%	0.44%	0.60%	0.00%	0.56%	97.68%	78.95%	96.43%	0.00%	0.00%	0.88%
Cleveland		18.75%		0.18%	0.00%	0.09%	15.17%	4.69%	6.69%	2.35%	0.00%	1.04%	5.21%	0.00%	3.29%	77.08%	76.56%	87.53%	0.00%	0.01%	1.35%
Clinton		10.00%		0.00%	0.00%	0.47%	5.27%	0.00%	2.15%	0.34%	0.00%	1.00%	0.67%	0.00%	0.89%	93.72%	90.00%	93.90%	0.00%	0.11%	1.42%
COCKE CO.		15.86%		0.29%	0.00%	0.32%	2.60%	0.97%	1.01%	0.17%	0.00%	0.23%	1.11%	0.00%	0.71%	95.83%	83.17%	96.77%	0.00%	0.04%	0.92%
COFFEE CO.		19.93%		0.07%	0.00%	0.11%	1.17%	1.42%	1.01%	0.42%	0.00%	0.44%	2.77%	0.00%	1.41%	95.57%	78.65%	96.39%	0.00%	0.00%	0.64%
CROCKETT CO.		20.35%		0.00%	0.00%	0.15%	16.18%	6.19%	11.26%	0.00%	0.00%	0.10%	9.75%	0.00%	2.11%	74.07%	73.45%	85.88%	0.00%	0.00%	0.50%
CUMBERLAND CO.		20.57%		0.13%	0.00%	0.14%	0.30%	0.24%	0.13%	0.47%	0.00%	0.31%	1.66%	0.47%	1.27%	97.44%	78.72%	97.45%	0.00%	0.02%	0.69%
DAVIDSON CO.		19.90%		0.18%	0.10%	0.32%	47.83%	18.77%	25.82%	3.36%	0.24%	2.11%	9.70%	0.48%	4.49%	38.93%	59.95%	65.27%	0.56%	0.18%	1.81%
Dayton		7.69%		0.14%	0.00%	0.32%	7.63%	1.92%	5.63%	0.83%	0.00%	0.06%	7.07%	0.00%	1.93%	84.33%	90.38%	89.23%	0.00%	0.00%	2.73%
DECATUR CO.		14.66%		0.00%	0.00%	0.30%	5.17%	1.72%	3.28%	0.06%	0.00%	0.34%	1.94%	0.86%	2.30%	92.82%	81.90%	93.01%	0.86%	0.03%	0.77%
DEKALB CO.		19.54%		0.11%	0.00%	0.11%	1.75%	0.00%	1.87%	0.26%	0.00%	0.51%	4.46%	0.57%	2.87%	93.43%	79.89%	93.69%	0.00%	0.02%	0.95%
DICKSON CO.		19.49%		0.17%	0.18%	0.30%	6.38%	1.99%	4.50%	0.39%	0.00%	0.12%	1.89%	0.18%	0.85%	91.16%	78.16%	93.15%	0.00%	0.00%	1.09%
DYER CO.		18.57%		0.00%	0.00%	0.05%	7.11%	3.81%	4.77%	0.21%	0.00%	0.13%	1.60%	0.00%	0.58%	91.08%	77.62%	94.20%	0.00%	0.02%	0.28%
Dyersburg		10.76%		0.03%	0.00%	0.20%	31.53%	6.28%	21.48%	0.73%	0.00%	0.52%	1.82%	0.45%	1.75%	65.89%	82.06%	74.80%	0.45%	0.00%	1.29%
Elizabethton		17.65%		0.05%	0.65%	0.15%	3.55%	0.65%	2.08%	1.18%	0.00%	0.45%	0.90%	0.00%	0.89%	94.31%	81.05%	95.01%	0.00%	0.00%	1.41%
Etowah		16.00%		0.00%	0.00%	0.92%	2.31%	0.00%	4.06%	0.00%	0.00%	0.39%	3.86%	0.00%	2.36%	93.83%	84.00%	91.36%	0.00%	0.00%	0.92%
FAYETTE CO.		24.06%		0.03%	0.00%	0.19%	65.76%	35.71%	36.23%	0.29%	0.00%	0.24%	1.82%	0.00%	0.64%	32.10%	38.72%	61.85%	1.50%	0.10%	0.75%
Fayetteville		14.93%		0.21%	0.00%	0.00%	27.97%	8.96%	27.61%	0.62%	0.00%	0.29%	1.55%	0.00%	0.79%	69.66%	76.12%	70.02%	0.00%	0.06%	1.15%
FENTRESS CO.		14.72%		0.00%	0.00%	0.06%	0.17%	0.61%	0.15%	0.04%	0.61%	0.02%	0.34%	0.00%	0.72%	99.44%	84.05%	98.89%	0.00%	0.00%	0.21%

System	Unknown			American Indian			African-American			Asian/Pacific			Hispanic			White			Other <sup>1</sup>		Other <sup>2</sup>
	Stu	Tea	Pop	Stu	Tea	Pop	Stu	Tea	Pop	Stu	Tea	Pop	Stu	Tea	Pop <sup>3</sup>	Stu	Tea	Pop	Tea	Pop	Pop
Franklin City		12.19%		0.18%	0.00%	0.08%	15.28%	4.69%	12.61%	3.08%	0.00%	0.97%	10.65%	0.00%	5.54%	70.80%	82.81%	79.07%	0.31%	0.17%	1.52%
FRANKLIN CO.		20.51%		0.15%	0.00%	0.24%	6.67%	2.82%	5.17%	0.52%	0.00%	0.42%	1.98%	0.00%	1.27%	90.68%	76.67%	91.55%	0.00%	0.05%	1.31%
Gibson Co.Sp.		24.42%		0.11%	0.00%	0.13%	8.57%	2.33%	8.99%	0.15%	0.00%	0.32%	0.59%	0.00%	0.19%	90.58%	73.26%	89.84%	0.00%	0.00%	0.52%
GILES CO.		16.00%		0.11%	0.00%	0.36%	15.99%	3.67%	11.04%	0.42%	0.00%	0.48%	0.64%	0.00%	0.95%	82.83%	80.33%	86.30%	0.00%	0.07%	0.82%
GRAINGER CO.		16.51%		0.03%	0.00%	0.10%	0.12%	0.00%	0.24%	0.09%	0.00%	0.07%	1.53%	0.00%	1.21%	98.23%	83.49%	97.97%	0.00%	0.00%	0.41%
GREENE CO.		15.50%		0.14%	0.00%	0.11%	0.80%	0.42%	1.11%	0.28%	0.00%	0.29%	0.91%	0.00%	1.01%	97.87%	84.08%	96.89%	0.00%	0.01%	0.58%
Greeneville		15.00%		0.34%	0.00%	0.26%	8.66%	1.50%	5.24%	1.64%	0.50%	0.55%	1.49%	0.00%	1.69%	87.87%	82.50%	91.37%	0.50%	0.10%	0.78%
GRUNDY CO.		16.29%		0.04%	0.00%	0.21%	0.13%	0.00%	0.07%	0.04%	0.56%	0.06%	0.17%	0.00%	0.98%	99.62%	83.15%	98.19%	0.00%	0.03%	0.52%
HAMBLÉN CO.		16.97%		0.09%	0.00%	0.24%	5.82%	2.45%	3.94%	1.08%	0.00%	0.55%	8.10%	0.00%	5.63%	84.91%	80.42%	88.78%	0.16%	0.04%	0.82%
HAMILTON CO.		17.49%		0.15%	0.07%	0.28%	34.06%	10.99%	20.00%	1.55%	0.18%	1.27%	2.63%	0.15%	1.73%	61.61%	70.38%	75.61%	0.73%	0.07%	1.04%
HANCOCK CO.		19.51%		0.00%	0.00%	0.06%	0.88%	1.22%	0.52%	0.19%	0.00%	0.37%	0.00%	0.00%	0.44%	98.93%	79.27%	96.90%	0.00%	0.29%	1.47%
HARDEMAN CO.		28.75%		0.09%	0.00%	0.28%	54.39%	13.44%	40.19%	0.54%	0.63%	0.37%	1.32%	0.00%	1.09%	43.66%	56.56%	56.70%	0.63%	0.14%	1.21%
HARDIN CO.		14.18%		0.13%	0.00%	0.18%	5.44%	1.87%	2.95%	0.53%	0.00%	0.27%	1.37%	0.00%	1.13%	92.54%	83.96%	94.53%	0.00%	0.08%	0.86%
HAWKINS CO.		17.53%		0.12%	0.00%	0.20%	1.20%	0.19%	1.24%	0.12%	0.19%	0.34%	0.63%	0.00%	0.57%	97.93%	82.08%	97.29%	0.00%	0.01%	0.34%
HAYWOOD CO.		21.34%		0.09%	0.00%	0.20%	64.68%	15.81%	51.12%	0.09%	0.00%	0.13%	3.89%	0.40%	2.40%	31.26%	60.87%	45.84%	1.58%	0.00%	0.30%
HENDERSON CO.		16.88%		0.09%	0.00%	0.22%	8.74%	2.60%	5.40%	0.26%	0.00%	0.10%	1.05%	0.00%	0.60%	89.87%	80.52%	92.94%	0.00%	0.00%	0.74%
HENRY CO.		14.29%		0.06%	0.00%	0.08%	7.38%	3.33%	2.50%	0.12%	0.00%	0.05%	1.93%	0.00%	0.99%	90.50%	81.90%	95.63%	0.48%	0.00%	0.76%
HICKMAN CO.		26.94%		0.46%	0.00%	0.40%	2.14%	1.63%	4.42%	0.39%	0.41%	0.11%	1.29%	0.00%	0.85%	95.72%	71.02%	93.45%	0.00%	0.00%	0.78%
Hollow R.-Br.		17.39%		0.00%	0.00%	0.45%	9.50%	6.52%	5.78%	0.26%	0.00%	0.09%	1.41%	0.00%	0.23%	88.83%	76.09%	92.06%	0.00%	0.00%	1.36%
HOUSTON CO.		26.00%		0.28%	0.00%	0.25%	3.76%	1.00%	2.41%	0.63%	0.00%	0.43%	1.46%	0.00%	1.05%	93.88%	73.00%	94.68%	0.00%	0.05%	1.11%
Humboldt		17.48%		0.00%	0.00%	0.00%	71.28%	20.39%	42.53%	0.26%	0.00%	0.21%	1.06%	0.00%	2.11%	27.40%	62.14%	53.94%	0.00%	0.00%	1.22%
HUMPHREYS CO.		17.96%		0.03%	0.00%	0.20%	3.26%	0.49%	2.68%	0.20%	0.00%	0.78%	0.56%	0.49%	1.00%	95.95%	81.07%	94.45%	0.00%	0.00%	0.86%
Huntingdon		20.93%		0.08%	0.00%	0.00%	16.78%	4.65%	11.07%	0.16%	0.00%	0.00%	1.18%	0.00%	1.97%	81.80%	74.42%	86.57%	0.00%	0.00%	0.33%
JACKSON CO.		17.46%		0.00%	0.79%	0.36%	0.11%	0.00%	0.04%	0.00%	0.00%	0.32%	0.28%	0.00%	1.00%	99.60%	81.75%	96.77%	0.00%	0.00%	1.55%
JACKSON-MADISON CO.		18.78%		0.07%	0.00%	0.25%	55.23%	17.78%	32.21%	0.74%	0.10%	0.62%	2.46%	0.20%	1.63%	41.51%	61.24%	64.43%	1.90%	0.04%	0.83%
JEFFERSON CO.		18.91%		0.06%	0.00%	0.18%	2.67%	1.52%	2.37%	0.43%	0.00%	0.19%	2.03%	0.22%	1.55%	94.81%	79.35%	95.01%	0.00%	0.07%	0.62%
Johnson City		16.18%		0.09%	0.00%	0.19%	11.18%	3.53%	6.16%	1.79%	0.41%	1.23%	3.22%	0.62%	2.08%	83.72%	79.05%	89.00%	0.21%	0.14%	1.20%
JOHNSON CO.		13.10%		0.22%	0.00%	0.34%	0.65%	0.60%	1.86%	0.17%	0.00%	0.17%	0.74%	0.00%	0.83%	98.22%	86.31%	96.29%	0.00%	0.11%	0.40%
Kingsport		14.63%		0.16%	0.22%		7.64%	2.62%		1.27%	0.00%		2.35%	0.22%		88.59%	82.31%		0.00%		
KNOX CO.		16.64%		0.27%	0.13%	0.30%	14.42%	4.42%	8.61%	1.74%	0.08%	1.20%	2.05%	0.18%	1.16%	81.52%	78.47%	87.40%	0.08%	0.11%	1.22%
LAKE CO.		23.29%		0.00%	0.00%	0.38%	27.65%	4.11%	31.99%	0.00%	0.00%	0.00%	1.48%	0.00%	0.75%	70.88%	72.60%	66.12%	0.00%	0.00%	0.75%
LAUDERDALE CO.		22.01%		0.70%	0.00%	0.18%	43.08%	7.44%	34.63%	0.18%	0.00%	0.41%	1.17%	0.32%	0.89%	54.87%	70.23%	63.36%	0.00%	0.04%	0.54%
LAWRENCE CO.		11.89%		0.06%	0.21%	0.21%	2.46%	0.42%	1.47%	0.25%	0.00%	0.11%	0.87%	0.00%	1.23%	96.36%	87.47%	96.32%	0.00%	0.01%	0.66%
Lebanon		21.27%		0.36%	0.00%	0.21%	18.45%	6.33%	12.87%	0.99%	0.00%	0.42%	6.36%	0.00%	2.12%	73.83%	72.40%	83.02%	0.00%	0.02%	1.36%
Lenoir City		8.06%		0.19%	0.00%	0.44%	1.21%	0.00%	0.94%	0.19%	0.00%	0.15%	11.93%	0.00%	5.88%	86.49%	91.94%	90.64%	0.00%	0.00%	2.03%
LEWIS CO.		15.27%		0.26%	0.00%	0.44%	2.29%	1.53%	1.50%	0.31%	0.00%	0.18%	2.14%	0.00%	1.50%	95.00%	83.21%	95.60%	0.00%	0.00%	0.79%
Lexington		18.92%		0.00%	0.00%		21.43%	4.05%		0.89%	0.00%		1.39%	0.00%		76.29%	75.68%		1.35%		
LINCOLN CO.		13.98%		0.22%	0.00%	0.39%	5.56%	0.72%	1.54%	0.31%	0.00%	0.31%	1.33%	0.00%	1.29%	92.58%	84.95%	95.57%	0.36%	0.06%	0.84%
LOUDON CO.		15.33%		0.24%	0.00%	0.17%	1.52%	1.00%	1.12%	0.53%	0.00%	0.23%	4.60%	0.00%	1.38%	93.10%	83.67%	96.13%	0.00%	0.05%	0.92%
MACON CO.		23.64%		0.08%	0.45%	0.32%	0.22%	0.45%	0.07%	0.27%	0.00%	0.15%	2.85%	0.00%	2.18%	96.58%	75.45%	96.76%	0.00%	0.00%	0.54%
Manchester		25.29%		0.16%	0.00%	0.78%	4.86%	1.15%	3.83%	1.33%	0.00%	1.62%	7.60%	0.00%	3.41%	86.05%	73.56%	89.41%	0.00%	0.00%	0.96%
MARION CO.		17.22%		0.05%	0.00%	0.13%	4.67%	2.20%	3.51%	0.10%	0.00%	0.38%	0.78%	0.00%	0.28%	94.40%	79.85%	95.14%	0.73%	0.09%	0.47%
MARSHALL CO.		17.94%		0.20%	0.00%	0.06%	9.01%	3.32%	7.90%	0.41%	0.00%	0.07%	3.49%	0.00%	2.48%	86.89%	78.74%	88.68%	0.00%	0.09%	0.73%

System	Unknown			American Indian			African-American			Asian/Pacific			Hispanic			White			Other <sup>1</sup>		Other <sup>2</sup>
	Stu	Tea	Pop	Stu	Tea	Pop	Stu	Tea	Pop	Stu	Tea	Pop	Stu	Tea	Pop <sup>3</sup>	Stu	Tea	Pop	Tea	Pop	Pop
Maryville		15.05%		0.09%	0.00%	0.24%	3.63%	1.88%	3.30%	2.61%	0.00%	1.83%	1.72%	0.63%	0.63%	91.97%	82.45%	92.21%	0.00%	0.04%	1.77%
MAURY CO.		14.66%		0.21%	0.00%	0.32%	20.04%	4.55%	14.40%	0.53%	0.00%	0.18%	4.34%	0.38%	2.96%	74.88%	80.28%	81.23%	0.13%	0.09%	0.82%
McKenzie		14.77%		0.00%	0.00%	0.28%	12.10%	1.14%	9.21%	0.30%	1.14%	0.21%	1.95%	0.00%	2.16%	85.65%	82.95%	85.56%	0.00%	0.00%	2.58%
MCMINN CO.		14.41%		0.21%	0.00%	0.28%	5.16%	1.98%	2.38%	0.87%	0.00%	0.17%	1.59%	0.00%	1.29%	92.17%	83.62%	94.78%	0.00%	0.00%	1.10%
MCNAIRY CO.		18.39%		0.05%	0.00%	0.49%	8.85%	2.34%	5.78%	0.14%	0.00%	0.34%	0.88%	0.00%	1.07%	90.09%	79.26%	91.22%	0.00%	0.02%	1.10%
MEIGS CO.		23.28%		0.48%	0.00%	0.32%	1.02%	0.00%	1.31%	0.00%	0.00%	0.04%	0.43%	0.00%	0.41%	98.07%	76.72%	97.70%	0.00%	0.00%	0.27%
Memphis		18.47%		0.07%	0.05%	0.17%	86.11%	46.21%	61.06%	1.22%	0.19%	1.56%	3.63%	0.36%	2.89%	8.98%	32.53%	33.31%	2.19%	0.07%	0.95%
Milan		17.12%		0.14%	0.00%	0.04%	22.26%	4.11%	18.43%	0.43%	0.00%	0.33%	1.30%	0.00%	1.13%	75.86%	78.77%	79.44%	0.00%	0.00%	0.57%
MONROE CO.		14.93%		0.35%	0.00%	0.24%	1.71%	0.90%	1.42%	0.46%	0.00%	0.38%	2.30%	0.00%	1.87%	95.18%	84.18%	94.92%	0.00%	0.09%	1.08%
MONTGOMERY CO.		21.30%		0.43%	0.25%	0.33%	26.58%	5.17%	18.59%	2.19%	0.00%	1.96%	5.51%	0.68%	5.07%	65.28%	72.35%	71.30%	0.25%	0.18%	2.57%
MOORE CO.		9.09%		0.00%	0.00%	0.17%	2.68%	4.55%	3.83%	0.10%	0.00%	0.17%	0.41%	0.00%	0.00%	96.80%	86.36%	94.95%	0.00%	0.00%	0.87%
MORGAN CO.		15.72%		0.09%	0.00%	0.10%	0.25%	0.00%	2.23%	0.15%	0.00%	0.25%	0.43%	0.00%	0.71%	99.08%	84.28%	95.98%	0.00%	0.13%	0.66%
Murfreesboro City		12.29%		0.10%	0.24%	0.23%	24.16%	9.22%	13.82%	5.37%	0.24%	2.56%	6.17%	0.47%	3.46%	64.19%	77.54%	78.51%	0.00%	0.08%	1.35%
Newport		8.16%		0.00%	0.00%	0.00%	8.40%	0.00%	6.59%	0.28%	0.00%	0.05%	0.57%	0.00%	1.02%	90.74%	91.84%	90.22%	0.00%	0.00%	2.10%
Oak Ridge		13.82%		0.14%	0.00%	0.53%	14.60%	6.18%	8.54%	3.46%	0.29%	1.48%	3.34%	1.76%	1.63%	78.45%	77.94%	86.06%	0.00%	0.06%	1.71%
OBION CO.		16.86%		0.07%	0.00%	0.05%	4.56%	1.53%	4.32%	0.15%	0.00%	0.09%	2.45%	0.00%	1.29%	92.77%	81.61%	93.68%	0.00%	0.07%	0.55%
Oneida		13.64%		0.08%	0.00%	1.74%	0.38%	0.00%	0.00%	0.46%	0.00%	0.27%	0.08%	0.00%	0.00%	99.00%	86.36%	97.46%	0.00%	0.00%	0.54%
OVERTON CO.		19.56%		0.15%	0.00%	0.27%	0.60%	0.00%	0.20%	0.03%	0.00%	0.32%	0.33%	0.00%	0.77%	98.89%	80.44%	98.11%	0.00%	0.00%	0.30%
Paris		19.00%		0.07%	0.00%	0.13%	21.84%	3.00%	21.09%	0.65%	0.00%	0.62%	0.65%	0.00%	0.44%	76.79%	78.00%	76.48%	0.00%	0.09%	1.15%
PERRY CO.		18.18%		0.53%	0.00%	0.39%	2.41%	1.14%	1.51%	0.18%	0.00%	0.00%	0.89%	0.00%	0.98%	95.99%	80.68%	96.26%	0.00%	0.00%	0.85%
PICKETT CO.		12.07%		0.00%	0.00%	0.30%	0.00%	0.00%	0.30%	0.00%	0.00%	0.00%	0.00%	0.00%	0.51%	100.00%	87.93%	98.58%	0.00%	0.00%	0.20%
POLK CO.		16.76%		0.04%	0.00%	0.12%	0.27%	0.00%	0.12%	0.04%	0.00%	0.06%	0.39%	0.00%	0.62%	99.26%	83.24%	97.85%	0.00%	0.00%	1.21%
PUTNAM CO.		23.67%		0.18%	0.00%	0.18%	1.81%	0.78%	1.60%	0.93%	0.00%	1.03%	5.42%	0.00%	3.12%	91.66%	75.55%	93.16%	0.00%	0.03%	0.87%
RHEA CO.		15.50%		0.05%	0.00%	0.38%	1.74%	0.78%	0.92%	0.30%	0.39%	0.20%	2.57%	0.00%	1.26%	95.34%	83.33%	96.44%	0.00%	0.00%	0.81%
Richard City		16.67%		0.00%	0.00%	0.80%	5.16%	0.00%	19.68%	0.86%	0.00%	0.00%	0.00%	0.00%	1.61%	93.98%	83.33%	76.71%	0.00%	0.00%	1.20%
ROANE CO.		15.24%		0.20%	0.21%	0.40%	3.96%	0.84%	1.86%	0.50%	0.21%	0.52%	0.63%	0.00%	0.53%	94.71%	83.30%	95.86%	0.21%	0.00%	0.83%
ROBERTSON CO.		17.54%		0.11%	0.16%	0.23%	10.52%	5.10%	8.38%	0.52%	0.00%	0.33%	4.20%	0.00%	2.71%	84.66%	76.71%	87.41%	0.48%	0.07%	0.87%
Rogersville		13.64%		0.00%	0.00%	0.00%	4.33%	0.00%	5.31%	0.32%	0.00%	0.00%	1.12%	0.00%	1.77%	94.23%	86.36%	92.33%	0.00%	0.24%	0.47%
RUTHERFORD CO.		20.56%		0.26%	0.10%	0.34%	13.46%	4.02%	6.58%	2.92%	0.10%	1.38%	5.02%	0.25%	2.34%	78.35%	74.86%	88.24%	0.10%	0.13%	0.98%
SCOTT CO.		19.19%		0.04%	0.00%	0.23%	0.15%	0.00%	0.02%	0.00%	0.00%	0.12%	0.04%	0.00%	0.43%	99.78%	80.81%	98.30%	0.00%	0.00%	0.92%
SEQUATCHIE CO.		29.79%		0.15%	0.00%	0.00%	0.15%	0.00%	0.13%	0.49%	0.00%	0.66%	2.27%	0.00%	0.35%	96.93%	70.21%	97.85%	0.00%	0.00%	1.06%
SEVIER CO.		13.00%		0.17%	0.00%	0.40%	0.93%	0.22%	0.72%	0.79%	0.00%	0.58%	2.09%	0.33%	0.99%	96.02%	86.44%	96.23%	0.00%	0.05%	1.02%
SHELBY CO.		16.85%		0.39%	0.19%	0.20%	29.30%	11.71%	14.65%	3.54%	0.04%	2.08%	2.80%	0.34%	1.44%	63.97%	70.28%	80.32%	0.60%	0.10%	1.21%
SMITH CO.		23.74%		0.09%	0.00%	0.73%	2.83%	0.46%	2.40%	0.28%	0.00%	0.42%	1.57%	0.00%	0.79%	95.22%	75.80%	95.00%	0.00%	0.00%	0.65%
South Carroll		20.00%		0.00%	3.33%	0.00%	4.27%	0.00%	8.32%	0.24%	0.00%	1.12%	1.90%	3.33%	0.77%	93.60%	73.33%	88.78%	0.00%	0.00%	0.97%
STEWART CO.		22.63%		0.56%	0.73%	0.65%	0.79%	0.00%	0.61%	0.23%	0.73%	1.25%	0.84%	0.00%	0.89%	97.58%	75.91%	95.27%	0.00%	0.12%	1.25%
SULLIVAN CO.		13.74%		0.09%	0.11%	0.16%	0.46%	0.66%	0.56%	0.42%	0.11%	0.28%	0.51%	0.11%	0.63%	98.53%	85.16%	97.86%	0.11%	0.03%	0.48%
SUMNER CO.		20.12%		0.28%	0.06%	0.27%	9.32%	1.64%	5.82%	1.06%	0.00%	0.71%	2.45%	0.00%	1.71%	86.89%	77.88%	90.59%	0.30%	0.05%	0.85%
Sweetwater		17.71%		0.36%	0.00%	0.08%	7.03%	2.08%	8.29%	0.85%	0.00%	0.00%	6.61%	0.00%	0.39%	85.16%	80.21%	89.30%	0.00%	0.00%	1.93%
TIPTON CO.		22.37%		0.20%	0.15%	0.33%	26.12%	8.44%	14.22%	0.43%	0.00%	0.39%	1.15%	0.15%	1.13%	72.10%	68.00%	82.82%	0.89%	0.15%	0.97%
Trenton		12.09%		0.00%	0.00%	0.11%	29.95%	8.79%	21.04%	0.35%	0.00%	0.32%	1.33%	0.00%	1.61%	68.37%	79.12%	76.51%	0.00%	0.00%	0.44%
TROUSDALE CO.		24.71%		0.00%	1.18%	0.21%	10.39%	1.18%	10.81%	0.23%	0.00%	0.28%	1.41%	0.00%	2.07%	87.97%	72.94%	85.95%	0.00%	0.00%	0.69%
Tullahoma		11.97%		0.14%	0.43%	0.35%	8.20%	1.71%	5.99%	1.30%	0.00%	1.03%	1.98%	0.00%	2.54%	88.38%	85.90%	88.88%	0.00%	0.12%	1.06%
UNICOI CO.		14.47%		0.16%	0.00%	0.08%	0.43%	0.00%	0.00%	0.23%	0.00%	0.14%	4.83%	1.89%	2.35%	94.35%	83.65%	96.80%	0.00%	0.02%	0.57%

System	Unknown			American Indian			African-American			Asian/Pacific			Hispanic			White			Other <sup>1</sup>		Other <sup>2</sup>
	Stu	Tea	Pop	Stu	Tea	Pop	Stu	Tea	Pop	Stu	Tea	Pop	Stu	Tea	Pop <sup>3</sup>	Stu	Tea	Pop	Tea	Pop	Pop
Union City		12.75%		0.00%	0.00%	0.14%	39.93%	4.90%	20.46%	0.59%	0.00%	0.56%	5.07%	0.98%	2.71%	54.41%	81.37%	74.26%	0.00%	0.47%	1.40%
UNION CO.		16.94%		0.13%	0.00%	0.11%	0.06%	0.41%	0.02%	0.22%	0.00%	0.11%	0.51%	0.41%	0.36%	99.08%	82.23%	98.37%	0.00%	0.02%	0.95%
VAN BUREN CO.		25.40%		0.00%	1.59%	0.36%	0.00%	0.00%	0.27%	0.00%	0.00%	0.00%	0.00%	0.00%	0.36%	100.00%	73.02%	98.64%	0.00%	0.07%	0.36%
WARREN CO.		17.31%		0.14%	0.00%	0.27%	4.31%	0.48%	2.98%	0.54%	0.00%	0.48%	8.09%	0.00%	4.83%	86.92%	82.21%	90.62%	0.00%	0.01%	0.80%
WASHINGTON CO.		18.36%		0.22%	0.00%	0.35%	1.15%	0.36%	0.97%	0.37%	0.00%	0.12%	1.52%	0.00%	0.73%	96.74%	81.27%	96.91%	0.00%	0.04%	0.88%
WAYNE CO.		12.62%		0.08%	0.00%	0.24%	1.17%	0.47%	6.68%	0.16%	0.00%	0.15%	0.55%	0.00%	0.86%	98.05%	86.92%	91.42%	0.00%	0.12%	0.56%
WEAKLEY CO.		14.01%		0.15%	0.00%	0.20%	9.40%	0.96%	7.09%	0.87%	0.00%	1.33%	1.27%	0.32%	0.92%	88.32%	84.71%	89.64%	0.00%	0.07%	0.75%
West Carroll		13.16%		0.00%	0.00%	0.05%	11.36%	6.58%	10.81%	0.00%	0.00%	0.13%	0.56%	0.00%	1.04%	88.08%	80.26%	87.30%	0.00%	0.05%	0.65%
WHITE CO.		17.19%		0.13%	0.00%	0.30%	2.40%	0.78%	1.77%	0.26%	0.00%	0.52%	0.74%	0.00%	0.91%	96.48%	82.03%	95.82%	0.00%	0.09%	0.61%
WILLIAMSON CO.		17.41%		0.15%	0.07%	0.19%	4.35%	2.29%	2.90%	2.70%	0.13%	1.27%	2.33%	0.52%	1.40%	90.47%	79.58%	93.66%	0.00%	0.08%	0.48%
WILSON CO.		19.54%		0.41%	0.24%	0.25%	6.99%	2.08%	4.06%	0.93%	0.00%	0.31%	1.85%	0.37%	0.88%	89.82%	77.66%	93.64%	0.12%	0.03%	0.83%
zSTTOTALS		17.88%		0.17%	0.08%		24.99%	10.55%		1.34%	0.10%		3.31%	0.24%		70.19%	70.65%		0.50%		

<sup>1</sup>For population: Other, one race alone    <sup>2</sup>For population: Other, two or more races    <sup>3</sup>For population: Hispanic, all races

# Appendix A

## Minority Matching Grants Awardees

## 2006-2007 MINORITY TEACHER EDUCATION PILOT PROJECT GRANTS

AUSTIN PEAY STATE UNIVERSITY

Dr. Heraldo V. Richards

Project MORE: Preparing Minorities to be Outstanding Responsible Educators

Project MORE focuses on (a) recruiting committed African American candidates to the teaching profession; (b) providing them with a coordinated support system; (c) immersing them in a rigorous, well-rounded teacher education program, emphasizing sensitivity to diversity, technological competency, and best teaching practices; and (d) ultimately placing these well-prepared practitioners in our school system.

Funds Recommended                      \$15,705

CRICHTON COLLEGE

Dr. Greg Freeman

Minority Teacher Education Program

The objective of the Crichton College Minority Teacher Education Program is to increase the number of minority students completing licensure programs by addressing the areas where students are unsuccessful in completing the Teacher Education Program, presenting passing scores in one or more subtests of the Praxis I, inability to pass one or more of the relevant Praxis II exams and inability to cope with the overall college experience through coursework, workshops, tutoring, academic advising and mentoring.

Funds Recommended                      \$26,100

EAST TENNESSEE STATE UNIVERSITY

Dr. E. Jane Melendez

Project MOST: Minority Opportunities for Success in Teaching

The objective of Project MOST is to identify a pool of potential candidates, who are non-traditional minority students, moving them toward attainment of teaching positions in East Tennessee. Some of the non-traditional minority students will be recruited into the teacher education master's degree program, which will lead to initial licensure. Preference will be given to Tennessee residents. A large number of organizations and individuals will be asked to assist in recruiting potential participants. This program will provide extensive support in academic advising and mentoring, social activities, assistance in preparation for Praxis exams, quality field experiences and student teaching assignments in the partnering school districts.

Funds Recommended                      \$25,686

FREED-HARDEMAN UNIVERSITY

Dr. Ronald P. Butterfield

Minority Teacher Recruitment and Training Initiative

The program will provide the opportunity for highly talented prospective minority teachers to enter the teaching profession and financial and mentoring resources to enable the “brightest and best” minority candidates to teach in Tennessee public school classrooms. Freed-Hardeman University constantly seeks opportunities to encourage highly promising potential teachers to spend their professional careers in Tennessee. The collaborative involvement of the West Tennessee Public School Districts lends a strength that can make this initiative work.

Funds Recommended      \$29,928

## LANE COLLEGE

Dr. Vicki Vernon Lott

### Lane College Minority Teacher Education Project

The primary goals of the Lane College Minority Teacher Education Project (LCMTEP) are to increase the likelihood that Lane College students in the Teacher Education program will complete their degree program, and be prepared as teachers in grades K-12 by passing initial teacher licensure examinations; and to increase the likelihood that minority college graduates in the Jackson area seeking initial teacher licensure will successfully complete initial licensure examinations.

Funds Recommended      \$23,622

## MILLIGAN COLLEGE

Dr. Billye Joyce Fine

### Minority Teacher Education Project

Milligan College will utilize a Minority Council to recruit and select participants for this project. The goal of the program is to recruit non-traditional minority students for a two-year certification process. During the Fall and Spring semesters, professional course work will accompany a year long internship in a partner school. In the concluding summer of professional studies, emphasis is on the completion of action research projects and licensure requirements. In addition, the program offers academic advisement, mentoring, and tutoring for national exams.

Funds Recommended      \$16,591

## UNIVERSITY OF MEMPHIS

Ms. Bonnie Cummings  
Dr. Karen Weddle-West

### Project Licensure: Preparing Practicing Non-Licensed Minority Teachers for Licensure and Permanent School Placement

The major goal of this program is to increase the number of African-American teachers in Memphis in collaboration with the Memphis City Schools. A significant component of the program is to better enable the students to pass the required national exams for licensure, which includes participation in intensive clinical experiences prior to teaching. Opportunities are provided for the students to become oriented to the program and to participate in cooperative learning. Project Licensure will give students the skills to positively address the academic needs of children in poverty, demonstrate effective use of strategies for a multicultural population, and demonstrate an understanding of the special needs of urban schools and communities they serve.

Funds Recommended      \$22,068

## Each One Reach One - Minority Male Educator Project

This program is based on the premise that an effective prevention model must begin early with young children. That belief is the reason the project is focused on the placement of African-American males in the elementary school setting. The project will provide more opportunities for young children to associate with positive role models, a situation absent from the lives of many children today. Each One Reach One graduates are making significant contributions to children beyond the classroom, i.e. participating in an after school tutoring program sponsored by the Urban League.

Funds Recommended      \$24,300

## UNIVERSITY OF TENNESSEE AT KNOXVILLE

Dr. Dulcie Peccolo

## African-American Teacher Intern Project

The goal of this program is to fund fourteen African-American degreed students who have completed all undergraduate prerequisites and are who are ready to enter graduate level teaching internships. The layout of the internship has been developed in accordance with state guidelines and by ongoing collaboration of many school-based professionals, system officials and college representatives.

Funds Recommended      \$28,000



# Appendix B

## Classroom Teacher Assignments

<b>Assisagnment</b>	<b>Description</b>
01	Elem Teacher
02	Hi Sch Teacher
27	Music Tch (Elem)
36	Art Tchr (Elem)
37	Phys Ed Tch (El)
60	Voc Tchr
61	*voc Tchr (Tsc)
64	Voc Tchr (Elem)
68	Sp Ed Tch (Elem)
69	Sp Ed Tch (Sec)
70	Sp Ed Opt 7,8,9
71	Home/Hosp Instr
79	Pre-K Tch
80	Kindergarten
81	Grade 1 Teacher
82	Grade 2 Teacher
83	Grade 3 Teacher
84	Grade 4 Teacher
85	Grade 5 Teacher
86	Grade 6 Teacher
87	Grade 7 Teacher
88	Grade 8 Teacher
89	Gr 9-12 Teacher
90	Chap 1 Tchr Elem
91	Chap 1 Tchr Sec
00	Kindergarten